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EDITED BY HERBERT B. ADAMS

No. 4

HISTORY OF HIGHER EDUCATION

IN

SOUTH CAROLINA

WITH

A SKETCH OF THE FREE SCHOOL SYSTEM

BY

COLYER MERIWETHER, A. B.

JOHNS HOPKINS UNIVERSITY

WASHINGTON

GOVERNMENT PRINTING OFFICE

1889

U. S. —

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to the

"To perfect society it is necessary to develop the faculties, intellectual and moral, with which man is endowed."—JOHN C. CALHOUN: Works, I, 52.

"College education ought to be substantial and liberal. All instruction given in a generous college ought to aim at storing, strengthening, refining, and awaking the head and heart."—FRANCIS LIEBER.

*"That State will lead the Union that furnishes the best and most complete education to her citizens. * * * Every State ought to have, at the public expense, an university. * * * Experience has fully shown that the progress and influence of good education is downward."*—THOMAS COOPER: Political Economy.

*"Nowhere in the whole range of history, does man appear in a more dignified character than when a republic founds a new seminary of learning. * * * We stand in need of a national university, the highest apparatus of the highest modern civilization."*—FRANCIS LIEBER: Inaugural Address at Columbia, December 7, 1835.

*"It is not labor, but intelligence, that creates new values; and public education is an outlay of capital that returns to the coffers of the State with an enormous interest. Not a dollar, therefore, that is judiciously appropriated to the instruction of the people will ever be lost. * * * God grant that the time may soon come when not an individual born within our borders shall be permitted to reach maturity without having mastered the elements of knowledge!"*—J. H. THORNWELL: Letter to Governor Manning on Public Instruction in South Carolina.

*"To aid in the development of the highest type of Christian manhood; to prove the negro's ability; * * * to train them * * * for intellectual agriculturists, mechanics, and artisans, so that those who are now doing the manual labor in the South shall be fully equipped to perform the mental operations incident thereto as well; to educate, in the fullest sense of that comprehensive word, is the work, mission, and cause for the establishment of Allen University."*—RT. REV. W. F. DICKERSON, of A. M. E. Church, on the establishment of this colored school.

LETTER.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., June 12, 1888.

The Honorable the SECRETARY OF THE INTERIOR,
Washington, D. C. :

SIR: The accompanying monograph, prepared by Mr. C. Meriwether, A. B., Johns Hopkins University, is designed to trace the history of higher education in South Carolina, his native State, and to give a sketch of the development of the free, or public school system. The earliest educational efforts are described, and instances are given illustrating the interest of South Carolina, when yet a colony, in providing the means for the intellectual improvement of her sons. Far from being backward in education, the colony was especially alive to the necessity of mental development. Not only were schools founded and maintained in the province by the Government and through private and charitable aid, but many youths were sent to England for their education. The influence of such men on their return was so great and lasting that, even to the middle of the present century, schools in Charleston, modelled on the English plan, were very popular.

The birth of colleges was late and their growth slow; there was, therefore, chance for a good system of academies to develop. These were planted in all parts of the State, so that a good training school was within the reach of all. The number continued to increase until the outbreak of the War. The training given in them was, in many cases, thorough and advanced. It was not unusual with some of them to prepare boys for admission to the Junior class of advanced colleges. The most famous academy was that presided over by Dr. Moses Waddel, the Thomas Arnold of South Carolina. No other man in that State has taught boys who afterwards left their impress so deeply on the political history of the country. William H. Crawford, John U. Calhoun, and George McDuffie were trained by him.

Although there is mention, in the House Journal of 1723, of a proposal to establish a college, and a bill was introduced into the colonial Legislature in 1769 for this purpose, yet no action was taken until the

present century. An act was passed in 1785 establishing three colleges in the State, yet only one of them ever gave collegiate instruction.

The College of Charleston, while its foundation can be traced to the legislative act of 1785, has given collegiate instruction only since the first quarter of the present century. It is supported very largely by income from vested funds, the result of endowment by public-spirited citizens in and near Charleston. Over half the three hundred thousand dollars endowment was given by Mr. Baynard, during the War, in 1864. The attendance has not been large, but the training in mathematics and ancient languages has always been thorough.

Every denomination of any strength in the State has founded a college. They cannot be called strictly sectarian colleges, since no religious tests are required of any of the students. In the main they follow the average college course, but, owing to want of funds, they cannot offer very many electives. It is gratifying to state that the funds and attendance of nearly all of them are gradually increasing. All of them, except Wofford College at Spartanburg, are the result of the small gifts of the church members. Wofford College is due to the beneficence of one man, Benjamin Wofford, a Methodist minister. At the time of his bequest, in 1850, it was probably the largest amount ever given by a southern man for educational purposes. The War was most disastrous to all these institutions in sweeping away their endowments. The various denominations have established female schools of a fair grade.

The first attempt made to establish a general system of free schools was in 1811. The act was passed after bitter opposition on the part of some of the up-country members, and provided free instruction for all children, but gave the preference to poor children. It did not contain a provision for a supervising officer of the whole system, like the present Superintendent of Education. These mistakes were an insuperable bar to success; and although the annual appropriations were doubled in 1852, being made seventy-four thousand dollars, yet the universal testimony was that the schools were a failure. On the adoption of a new State Constitution in 1868, the present public school system was introduced. Its usefulness has been greatly increased by the efficient management since 1876.

The attention paid by the State to the education of the colored citizens is well illustrated in Claflin University, supported largely by the State. It has seventeen teachers and six courses of instruction, and its students at the last session numbered nine hundred and forty-six. It is the largest and one of the best colored schools in the South.

The most important phases of advanced instruction in South Carolina are those connected with the State institutions. The Military Academy at Charleston was designed to furnish trained soldiers for South Carolina. It receives an annual appropriation of twenty thousand dollars for the support of sixty-eight beneficiaries. Its course is modelled after that of West Point.

The College of South Carolina is the best of all the institutions in the State. It was opened for students in 1804, and has ever since exercised a strong influence on the politics of South Carolina, except during the reconstruction period. Every politician of any note in the State, except John C. Calhoun, has been for a time connected with the institution. Thomas Cooper, one of the presidents of the college, supplied the free traders with materials for their attacks upon the tariff. One of the greatest political philosophers of America, Francis Lieber, did his work and made his reputation during a sojourn of twenty years at Columbia, S. C. These two men were the greatest scholars connected with the institution, and their reputation has carried its name and fame far and wide. Owing to the generosity of the Legislature in appropriating thirty-seven thousand dollars for the support of the college, the corps of instructors has been increased, departments have been added, and the whole outlook is more promising than ever before.

In the preparation of this paper, the library collections of the Bureau of Education in Washington have been extensively used. Special acknowledgments for assistance are due President McBryde and Professor R. Means Davis, who supplied much manuscript material; to G. E. Manigault, M. D., of the College of Charleston, and Professor H. T. Cook and President Charles Manly of Furman University; to President James H. Carlisle and Prof. F. C. Woodward, of Wofford College; to John F. Calhoun, a great-nephew of John C. Calhoun, for aid in the history of the Willington Academy, under Moses Waddel; to Hon. William A. Courtenay; to Gen. Edward McCrady, Jr.; to Gen. Geo. D. Johnston; and to many others who kindly gave the author suggestions and information. Valuable facts were also derived from a private memoir of Paul Hamilton, through whose able administration of finances it became possible for the State to found the University.

I respectfully recommend the publication of this monograph, which is one of the series prepared by the Bureau of Education.

Very respectfully, yours,

N. H. R. DAWSON,
Commissioner of Education.

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HISTORY OF HIGHER EDUCATION IN SOUTH CAROLINA

CHAPTER. I.

EARLY EDUCATION IN THE COLONY.

After the unsuccessful efforts of the French to establish themselves in Carolina, came the English, a people fitted by nature to rule and to colonize. They came over when Milton and Barrow, Locke, Tillotson, and Watts were still living, and the first struggles of the young colony were nearly contemporaneous with the founding of the Royal Society of London. Though there were no men among them eminent in the world of letters or of science, yet there were some who appreciated learning.

As soon as the founding of the colony was accomplished, the colonists turned their attention to providing educational facilities for the coming generation. It was nearly thirty years after their first arrival and settlement on the Ashley that we have any account of their organized efforts in a literary way. In 1698 or earlier, a law was passed for "securing the provincial library of Charleston."¹ After this libraries were founded in nearly all the parishes, but they were chiefly limited to the use of the ministers. The chief promoter of all this movement was Dr. Bray, of Charleston. Religious societies, which have always been one of the most important factors in the diffusion of knowledge in nearly all places, were also active in the movement in South Carolina. The Society for Propagating the Gospel in Foreign Parts, with headquarters in London, was especially active in promoting the cause of the libraries. Finally the Assembly brought their management under a central control, and appointed commissioners to take charge of all the various libraries and attend to the lending of books.

If anything was done for establishing schools before 1710, the records of such action are lost, though an act of that year recited that gifts had already been made for founding a free school. The acts of

¹ Ramsay's History of South Carolina, p. 353.

1710 and 1712, providing for a free school at Charleston, may be considered the earliest authentic record on the subject of schools in South Carolina. The preamble set forth "the necessity that a free school be erected for the instruction of youth in grammar and other arts and sciences, and also in the principles of the Christian religion; and that several well disposed Christians by their last will had given several sums of money for the founding of a free school."¹ It was then provided among other things, that the preceptor "should be of the religion of the Church of England and capable of teaching the Latin and Greek languages." His salary of one hundred pounds yearly was to be paid out of the public treasury. In return for the free use of the lands and buildings of the school, he was to teach twelve scholars free, but to charge all others four pounds each per annum. Provision was also made for an usher, and a master to "teach writing, arithmetic, merchants' accounts, surveying, navigation, and practical mathematics." It was also enacted "that any schoolmaster settled in a country parish, and approved by the vestry, should receive ten pounds per annum from the public treasury;" and the vestries were authorized to draw from the same source twelve pounds towards building a school-house in each of the country parishes.

Here a general plan was formulated for the whole colony, but no provision was made for a central supervision. But during the same time the Church was erecting and managing schools. The missionaries addressed a letter to the Society for the Propagation of the Gospel in Foreign Parts, and described the condition of the colony as in want of sufficient education. The Society heard the appeal and established a school in Charleston in 1711, under the care of the Rev. William Guy, A. M. It sent out missionaries, not only to preach, but "to encourage the setting up of schools for the teaching of children." Their schoolmasters were enjoined to "take especial care of the manners of the pupils in and out of school; warning them against lying and falsehood and evil speaking; to love truth and honesty; to be modest, just, and affable; to receive in their tender years that sense of religion which may render it the constant principle of their lives and actions."

It was not to be expected that the proprietary governors would urge the subject very closely upon the attention of the people, since the Constitution of John Locke contained not one word on the subject of education, though it did contain many foolish provisions forbidding lawyers, commentaries, and legal reports, and compelling a man to worship some Deity publicly or be driven from the colony, and giving the master absolute power over his slave. But the first royal Governor, Sir Francis Nicholson (1721-1724), was a great friend to learning, and under his influence many legacies were left to the schools. The private contributions and donations about this time, and for a few years later, were remarkably large for so small and weak a colony, its population

¹ Ramsay, pp. 354-55,

in 1734 being only 7,333. As one instance among many it may be mentioned that Mr. Whitmarsh gave five hundred pounds to found a school in St. Paul's Parish. Other gifts also resulted in the establishment of schools, some of which are sketched in the following pages.

"BERESFORD BOUNTY" SCHOOL.

Richard Beresford gave six thousand five hundred pounds for the advancement of "liberal learning" and for charity. This is the only colonial endowment still in healthy existence. The following interesting account by one of the present managers of the fund shows the careful management of this bequest from colonial times to the present, nearly two centuries:

"One of the earliest bequests for the education of the poor in South Carolina was made by Richard Beresford. He left England with his parents in early childhood, and, after a few years in Barbadoes, removed permanently with them to Carolina in 1680.

"Both he and his father became prominent in the affairs of the colony, and the son was so highly esteemed that many honors were conferred upon him at various times by the Commons House of Assembly of the province. The bulk of his landed property was situated in the Parish of St. Thomas and St. Denis, near Charleston, and at his death, in 1722, he left the sum of £6,500 currency in trust to the vestry of the Episcopal Church of the parish, for the maintenance and education of the poor children of said parish.

"For many years the income from this bequest was not sufficient to carry out fully the wishes of the testator, but gradually, as the principal increased, a large number of poor children of both sexes were well cared for and educated, in a capacious school-house erected for the purpose, the rector of the parish being the principal of the school, but the work of instruction being done by the assistant rector, with his wife as matron.

"This continued until the Revolution, and there were as many as thirty scholars at one time in the school, the total assets of the bounty fund having reached £10,000 sterling. The capital was reduced by the general bankruptcy that followed, but, by careful management, from 1783 to 1861 the fund had accumulated again to about \$70,000, which included the value of the school-house and rectory.

"The history of the management of the fund did great credit to the successive vestries in whose care it had been, and the total number of children who were clothed, housed, and educated during those many years was large. The disastrous ending of the Civil War to the South resulted in another diminution of the principal, and, at present, the entire assets amount to over \$20,000.

"The parish at present has lost much of its former population, and the Legislature has relieved the vestry from the necessity of housing,

boarding, and clothing the children, but instruction is still given in the school-house, a large building at the village of Cainhoy on the Wando River, the rector of the parish being the principal, and the work being done by an assistant."

THE DOWNER INSTITUTE.

Another charitable school, while not so old as the preceding, was founded by Alexander Downer, an Englishman, in 1818. He was a member of the "Seceders," and the following account of the management of the fund is given by the present custodian, Mr. E. S. Hammond :

"Mr. Alexander Downer, I have been told, was an Englishman, who came to this country very young, prior to the Revolutionary War. Two clauses from his will furnish somewhat of his history, as well as explain his intentions : ' I give and bequeath to such of my blood relations as can prove themselves so one hundred cents each, if called for in due time. Having been myself an orphan and having received a partial education at the Orphan House in Georgia, by which I have learned how to estimate the value of an education, and by which I have been able to obtain a sufficiency to support myself, my wife, and seven orphan children which I have raised, I do now feel an inclination and am willing to dispose of the balance of my estate for the benefit of the orphans of Edgefield District.' To this end he left three hundred acres of land and the proceeds from the disposal of twelve negroes and the balance of his personal estate to the establishing a school for orphans under fourteen years of age, one-fourth to be taken from Richmond County, Ga., and the balance from Edgefield District. About 1846 a school was established, the fund, though it had met several mishaps, having accumulated to about \$20,000, in addition to a fine institute building, and about fifty acres of land, which continued in successful operation until interrupted by the War. Fifty orphans enjoyed its benefit during that period. The close of the War found the treasurer and securities, who were gentlemen of large wealth, insolvent, as were also all those who had received loans of the institute funds; the building was in need of repairs. Owing to the condition of affairs during the period of reconstruction, no inquiries were made or steps taken to secure any assets there might be. In 1878 the Legislature appointed a referee to look into the affairs of the fund and adjust them to the best advantage that could be, which adjustment has only this year been brought to a close, the fund at this time amounting to about \$6,500."

OTHER SCHOOLS.

The two short sketches given above are illustrative of the beneficent bequests made for educational purposes from the earliest times to a date within the memory of men now living. But they are by no means

the only ones. There were the Mount Zion, the St. David's, and the Camden Orphan Societies, the Cheraw Lyceum, the Ludlam Fund, the early free schools at Childsbury and Dorchester, and many others.

In 1733 James Childs gave six hundred pounds for a school at Childsbury. The inhabitants realized that this was a very small sum for founding a school and instantly resolved to increase it by subscription. Very quickly £2,200 additional were raised.

Some of these schools were erected in retired, in some cases, romantic places. The one at Childsbury was "just by a romantic little church, with its graveyard and solemn grove of live-oaks, from whose large and shading branches large masses of gray moss hang with almost architectural arrangement, picturing to the fancy of the classical enthusiast Gothic arches and festoons and all the variety of tapestry and ornaments."

In 1734 an act was passed for erecting a school for children at Dorchester, since "their parents are so well inclined to have them instructed in grammar and other liberal arts and sciences, and other useful learning," and their circumstances did not permit of their sending the children to Charleston to the free school there. It was provided "that the master of said school shall * * * teach the learned languages, Latin and Greek tongues, and * * * catechise and instruct the youth in the principles of the Christian religion."

These schools received the fostering care of the government, and were favored in the taking up of lands, and further assisted by donations. These corporations formed a centre for the donations and bequests of the charitable. "From the triple source of tuition money, public bounty, and private donations, a fund was created which diffused the means of education far beyond what could have been accomplished by uncombined exertions conducted without union or system."

CHARLESTON LIBRARY SOCIETY.

As illustrating the early efforts of the colonists to furnish facilities for education in a broad sense of the term, the history of the Charleston Library Society is interesting. This organization owes its origin to seventeen young gentlemen, who associated in 1748 for the purpose of raising a small fund to collect pamphlets and buy the current issues of the English magazines. Their views enlarged, and on December 28th of that year they formed a library society and made arrangements for getting books also. As they gradually increased their collection valuable additions were made by wealthy members depositing rare and costly volumes. On the outbreak of the War this slow growth ceased, and in 1863 it was thought safest to remove the books to Columbia, where they were deposited in the buildings of the State University. Fortunately these rare treasures escaped the general destruction of libraries in the State, and on the re-organization of the society

in 1866 they were returned to Charleston; but the building was in a dilapidated condition, the funds of the society were lost, and the wealth of its members destroyed. Indeed, very few were able to do more than pay the annual dues. By unwearied exertions the building was refitted, the debts paid off, and the subscriptions renewed. In 1874 the Apprentices' Library Society, which was organized in 1824, united with the older association. The prospects of this united society are now very bright; the volumes number nearly twenty thousand, and the annual income from various sources is over two thousand dollars.¹

WORK OF THE DIFFERENT DENOMINATIONS.

But while the State and private persons were establishing schools and promoting the cause of education, the various charitable and religious societies were not idle. They not only labored in the centres, but carried their work to the farthest outposts. The Presbyterians in the upper part of the State and the Church of England in the lower part placed the means of education within reach of all.

The Presbyterian Church has always been among the foremost denominations in advancing the cause of education in this country, and was not laggard in upper South Carolina. The women especially valued an education "beyond all price in their leaders and teachers; and craved its possession for their husbands and brothers and sons." "Almost invariably, as soon as a neighborhood was settled, preparations were made for preaching the Gospel by a regular stated pastor; and wherever a pastor was located, in that congregation there was a classical school."²

Toward the middle of the century the Baptists exerted themselves in the movement for providing the means of education. "Among the different sects of Christians in South Carolina, none have made earlier or greater exertions for promoting religious knowledge than the Baptists."³ They formed an association in Charleston in 1752. In 1755 several of the members formed a society for "improvement in Christian knowledge," and the general committee provided for the education of students preparing for the ministry, and furnished a library for their use. The Independents also did something for the cause, but as they have never been strong in the State, of course they did not establish so many schools as other denominations.

EARLY CHARITABLE SOCIETIES.

There were several charitable societies in the early period that were active in providing for the education of orphans and the indigent.

¹ From a sketch by the librarian, Mr. Arthur Mazyck, in *Public Libraries of the United States*, pp. 884-886 (Bureau of Education, 1876).

² Foote's *Sketches of North Carolina*, p. 12.

³ Ramsay's *South Carolina*, Vol. II, p. 365.

South Carolina Society, founded in 1737, for the free education of the indigent of both sexes, had funds to the amount of \$137,000 by the opening of the following century. The Fellowship Society was inaugurated in 1769 to care for the lunatics. One of the most important of all these societies was the

WINYAW INDIGO SOCIETY AT GEORGETOWN,

founded for improving the cultivation of indigo—one of the chief staples at that time—and for educating the poor. But it extended its work beyond that of a charity school, and for over “a hundred years was the chief school for all the eastern part of the country between Charleston and the North Carolina line, and was resorted to by all classes.”

Tradition relates its organization in the following entertaining way :

“The planters of Georgetown district, about the year 1740, formed a convivial club, which met in the town of Georgetown on the first Friday of each month, to talk over the latest news from London, which was never less than a month old ; to hold high discourse over the growth and prosperity of the indigo plant, and to refresh the inner man, and so keep up to a proper standard the endearing ties of social life by imbibing freely of the inevitable bowl of punch. From the initiation fees and annual contributions it came to pass that about the year 1753 the exchequer became plethoric of gold, and the hearts of our founders overflowed with the milk of human kindness. * * * And hence it became the question of the hour, to what good purpose shall we devote our surplus funds ? As the tale runs, the discussion was brief, pertinent, and solid. At the close of it the presiding officer called on the members to fill their glasses, he wished to close the debate by a definite proposition ; if it met their approbation, each member would signify it by emptying his glass. He said : ‘There may be intellectual food which the present state of society is not fit to partake of ; to lay such before it would be as absurd as to give a quadrant to an Indian ; but knowledge is indeed as necessary as light, and ought to be as common as water and as free as air. It has been wisely ordained that light should have no color, water no taste, and air no odor ; so indeed, knowledge should be equally pure and without admixture of creed or cant. I move, therefore, that the surplus funds in the treasury be devoted to the establishment of an independent charity school for the poor.’ The meeting rose to its feet. The glasses were each turned down without soiling the linen, and the Winyaw Indigo Society was established. Such, in brief, was the origin of a society whose school has been the school for all the country lying between Charleston and the North Carolina line for more than one hundred years. In its infancy it supplied the place of primary school, high school, grammar school, and collegiate institute. The rich and the poor alike drank from

this fountain of knowledge, and the farmer, the planter, the mechanic, the artisan, the general of armies, lawyers, doctors, priests, senators, and governors of States, have each looked back to the Winyaw Indigo Society as the grand source of their success or their distinction. To many it was the only source of education. Here they began, here they ended that disciplinary course which was their only preparation for the stern conflicts of life."¹

The following account by Dr. Manigault, who is most conversant with its affairs, gives the subsequent history of the society-school :

"In South Carolina during the colonial period, and for many years afterwards, most of the customs and prejudices prevailed which were peculiar to England, and which were brought over with them by the steady flow of English settlers. This should be borne in mind in order to fully appreciate the situation in that State, especially in the matter of education. This was by no means universal and free in the last century in England, and it is only quite recently that provision has been made there for it to be compulsory among the children of the poor, who are either unable to defray the expense or indifferent to its advantages. South Carolina therefore was slow to adopt the modern views about education, and always has had a proportion of illiteracy among her whites. It is only since the State has undertaken the education of all classes without distinction that illiteracy has begun to diminish in amount.

"Education previous to the State's interference was generally paid for by those who profited by its opportunities, although there are many striking instances in the history of the State of poor boys having been educated either as beneficiaries or through the agency of friends, who afterwards became distinguished in the professions.

"Most persons who were able to do so sent their sons to England for their education, and the absence of a college previous to the Revolution is easily accounted for when this fact is known. But that those parents who were able to send their sons away were not unmindful of the duty which they owed to the public, of assisting in the education of their poor neighbors, is fully proved by the existence of such schools in almost every parish of the sea-board of the State, which were more the centres of population in the last century than now. The only two endowments which have survived the events of that long period are the Beresford Bounty Fund and that of the Winyaw Indigo Society, although the latter association has only been able to save its school-house.

"The Beresford Bounty Fund illustrates the philanthropy of only one person, whereas the Winyaw Indigo Society evidences the farsightedness of a number of prosperous indigo planters. It appears that their society was first started for convivial purposes, and the dues of members were paid in indigo. This, when sold, realized so handsomely, that after defraying the expenses of the monthly gatherings, there was

¹ Rules of the Winyaw Indigo Society. Charleston, 1874.

a considerable balance left. The society maturely considered the purpose to which this balance should be devoted, and it was unanimously decided that it should be spent in the education of a limited number of poor children of the neighborhood. This occurred in 1756, which is the date of the founding of the school, and for over a century, until 1861, there was an annual average of about twenty-five children educated by the society. The present principal of the school, Mr. A. McP. Hamby, states that after a careful examination of one of the treasurer's statements of about the last named year, he accounts for an invested capital of \$14,640, bearing perhaps seven per cent. interest, the school building and grounds being *now* worth ten thousand dollars. The annual dues of members added largely to the available income, and thus it can be understood how the poor children were maintained as well as educated.

"Some years after the school had been in operation the trustees allowed the principal to receive fifteen pay scholars, for whose teaching he was paid \$600, in addition to his regular salary of \$1,000; and, if as many as fifteen more applied for admission, an assistant was then employed at a salary of \$600.

"The institution thus became an important grammar and classical school, on account of the efficiency of its teachers, and was patronized by the people of a large area of country. After the Civil War the invested funds became valueless on account of the general bankruptcy that followed, and the school building in Georgetown was occupied for over a year by the Federal garrison. It was during this occupancy that its library was scattered, and the books have never been recovered.

"When the society were allowed the possession of their building again, they raised the sum of two thousand dollars as a nucleus of a new endowment. A part had to be spent in repairs, and the balance was gradually absorbed in making up deficiencies in the teachers' salaries. There was therefore no other alternative, and the school was made a graded school and incorporated as one of the public schools of the State. This occurred in 1886, and for twenty years previously an annual average of about ten poor children were educated by the society."

EARLY PRIVATE SCHOOLS.

But these free, charity, and religious schools were not the only ones. A large part of the education was done by private schools and academies. And besides, many with families kept tutors trained in the universities of Europe for the education of their sons. All through the years down to the Revolutionary War, as the country was settled, schools were founded. Among the large number was one in the Waxhaw settlement, which Andrew Jackson attended, and another on the Tiger River, said to have been presided over by a kinsman of the present Gen. Wade Hampton. Although Jackson is generally considered an illiterate man,

yet there is evidence to show that his ignorance was partly an affectation. Parton says he attended some of the better schools of the country, which were kept by clergymen of intelligence, who taught the languages in their schools.

EDUCATION IN THE COLONY.

During the Revolution, the efforts in the cause of education did not cease entirely. Rev. George Howe gives an account of the formation of the Mount Zion Society for educational purposes the year after the battle of Fort Moultrie. The preamble commences with a quotation from Isaiah: LX, 1: "Arise, shine; for thy light is come, and the glory of the Lord is risen upon thee." This shows their hope and courage in the midst of the conflict. Its members were scattered over the State, and for this reason the meetings were to be held in Charleston. The school was probably continued until Lord Cornwallis occupied Winnsborough, in 1780. In 1783 the society met, re-organized, received new members, accepted donations of lands, and re-opened the school as a college under the act of incorporation passed in March, 1785.¹

A Catholic society was incorporated in 1778 "for the purpose of founding, endowing, and supporting a public school in the district of Camden."²

Another society was started in St. David's Parish. This society, St. David's, was organized "purposely for founding a public school in said parish for educating youth in the Latin and Greek languages, mathematics, and other useful branches of learning."

In these various ways schools were founded over the entire colony, and the work was not checked even by the Revolutionary War. At the close of the war, there were twenty-two grammar schools in the province.³ In many of these, if not in all, instruction was given in Latin, Greek, and mathematics. But away out on the very frontier of the province, and where the country was sparsely settled, it was impossible to keep up schools for these subjects. The knowledge of the people was derived from the Bible chiefly, and what stray papers they could get, and "having but little to read, they read that little well." But this simple means of education was of great value to them. From the Bible they could get material for theological discussion, "moral philosophy, ancient manners and customs." From newspapers and orations, they obtained ideas of government, and knowledge of the improvements in the arts and sciences, and of the present state of the world.

The qualifications for teachers were high for that time. The act of 1712 provided that they should be capable of teaching the Latin and

¹ See Howe's History of the Presbyterian Church, p. 449 and onward. The charter of the society is reprinted in full in Appendix III of this work.

² See Statutes at Large, Vol. VIII, p. 115.

³ Edward McCrady: Education in South Carolina, p. 34.

Greek languages. The teachers in the upper part of the State, which was not settled until the middle of the eighteenth century, were usually Presbyterian clergymen, and, in consequence, men of liberal education; "some were excellent arithmeticians, and read and wrote Latin fluently." Further, their duty often required them to draw wills and titles to lands, and make all difficult calculations. But the strongest testimony for the advantages offered in the province is given by Dr. Ramsay, who says: "The knowledge of grammar and of the Latin and Greek languages, and of mathematics, could be obtained in Carolina at any time after 1712, or the forty-second year subsequent to the settlement of the province."¹

During the years before the Revolution, that a good education could be obtained in the province is seen from the fact that Charles Pinckney, the eminent lawyer, statesman, and classical scholar, and Edward Rutledge, the brother of John Rutledge (second Chief-Justice of the United States), and Dr. Wells, who "promulgated the first comprehensive theory of dew," were all educated within the province, and at Charleston.

While there was no general school system for the whole province under the authority of the government, yet, through the charitable and religious schools, and such free schools as were founded by the government, the means of education were placed within reach of all. There were no colleges, it is true, but the instruction given in the grammar schools was probably as advanced as that given in some colleges of the period. Some of the academies of to-day are far more thorough than many so-called colleges and *universities*. The nature of the education given in the colleges of that period is seen in the following quotation: "The four years of residence at college were spent in the acquisition of Latin and Greek, a smattering of mathematics, enough of logic to distinguish *barbara* from *celarent*, enough of rhetoric to know climax from metonymy, and as much of metaphysics as would enable one to talk learnedly about a subject he did not understand."²

The main stress in these colleges was laid on the study of Latin and Greek, and both tongues were provided for in the grammar schools in South Carolina; yet, in spite of all this, the author of the popular History of the People of the United States, stated, it is to be feared, without sufficient examination, that "in the Southern States education was almost wholly neglected, but nowhere to such an extent as in South Carolina. In that colony, prior to 1730, no such thing as a grammar school existed. Between 1731 and 1776 there were five. During the Revolution there were none."³ He gives the chief historian of South Carolina as his authority, Dr. Ramsay, who wrote a chapter on the literary and educational features of the State. At the end he summarized, but sum-

¹ Ramsay, Vol. II, p. 358.

² McMaster, Vol. I, p. 27.

marized *incorrectly*. Mr. McMaster contented himself with the summary. If he had only devoted a few moments to the preceding pages of the chapter he would have seen that Dr. Ramsay himself had contradicted his own summary. Dr. Ramsay's testimony is very clear that the interests of education were not neglected in the early years of the province; for he shows that the young colony, as soon as it was firmly established, "adopted measures for promoting the moral and literary improvement of themselves, and particularly of the rising generation." He clearly states that in the years 1712 to 1730 a knowledge of grammar, and of the Latin and Greek languages, could be obtained in the colony.

Education in South Carolina has always been largely provided for in private schools, instead of in the public schools as in many Northern States. There is ample evidence of the existence of many private schools alongside the five free ones noticed by Dr. Ramsay. This authority also says that "the number of individuals who could afford to maintain private tutors increased in like manner."¹ Many schools were established by societies formed for charitable and other purposes, and located in different parts of the State, in the districts of Ninety-Six, York, and Lancaster, and other places. Besides, a large number were educated at an academy, "Liberty Hall," just over the North Carolina line.

Nor did the activity in founding new schools cease with the opening of hostilities. The religious societies went on establishing new institutions, and the Legislature continued to incorporate them. Of course, after the fall of Charleston in 1780, when the State was overrun by the enemy, but little attention could be paid to the cause of education. But at the "close of the Revolution there were eleven public and three charitable grammar schools, and eight private schools, of which we know; that is, twenty-two schools in the twenty-four parishes and districts into which the State was then divided."² It was in these schools that Charles Pinckney, Edward Rutledge, and Dr. Wells were trained.

YOUTH SENT TO ENGLAND.

Although there were good facilities in the colony for a grammar-school education, all parents were not satisfied with them, and many sent their sons to England for more advanced training. This was especially true of the low country around Charleston, where the intercourse with the mother country had always been close. This desire for English manners and culture survived even the War of Independence, and an Englishman maintained a large training school in Charleston by modelling his course and management after those of English schools. Owing to the ready sale of their rice and indigo, the planters of this colony were probably better able to bear such expense than the inhab-

¹ Ramsay, Vol. II, Chap. 9.

² McCrady, p. 34.

itants of any of the other colonies. They had amassed enough wealth to travel through Europe as gentlemen of leisure, and to lend large sums to the colonial government at the declaration of independence. Some even owned their town dwellings abroad. Ralph Izard maintained an establishment in London, and travelled through France, Italy, and a part of Germany. Gabriel Manigault lent the Government two hundred and twenty thousand dollars on the outbreak of hostilities.

There is not only strong corroborative proof of the ability to send sons to Europe, but ample testimony that it was really done. Among other Carolina youth who were sent to England for this purpose, there were Arthur Middleton, Thomas Heyward, Thomas Lynch, Jr. (three of the signers of the Declaration of Independence), John and Hugh Rutledge, C. C. Pinckney, Thomas Pinckney, W. H. Drayton, Christopher Gadsden, Henry Laurens, John Laurens, Gabriel Manigault, William Wragg, and John Forchermud Grimké.

Dr. Gabriel Manigault, of the College of Charleston, kindly furnished the following list of names of Americans who were admitted to the London bar in the last century, and a slight glance at it will show how South Carolina led the other colonies, having forty-four out of a total of one hundred and fourteen; the next State, Virginia, having only seventeen.

EXTRACT FROM THE NEWS AND COURIER, CHARLESTON, S. C., JANUARY, 1870.

The English papers publish a list of the Americans admitted in the last century as members of the London Inns of Court, to plead at the bar in the English courts of common law and equity. It will be seen that South Carolina leads all the other States handsomely on the list.

Middle Temple.

Edmund Key, Maryland, 1759.
 Alexander Lawson, Maryland, 1759.
 William Fauntleroy, Virginia, 1760.
 William Livingston, New York, 1761.
 Robert Livingston, New York, 1761.
 Lloyd Dulany, Maryland, 1761.
 Joseph Teates, Pennsylvania, 1762.
 Gabriel Cathcart, North Carolina, 1763.
 Nicholas Waln, Pennsylvania, 1763.
 Joseph Reed, New Jersey, 1763.
 William Hamilton, Pennsylvania, 1764.
 C. C. Pinckney, South Carolina, 1764.
 John Mathews, South Carolina, 1764.
 Thomas Heyward, South Carolina, 1765.
 James Wright, Georgia, 1766.
 Edward Rutledge, South Carolina, 1767.
 Paul Trapier, South Carolina, 1767.
 Thomas Lynch, South Carolina, 1767.
 Gustavus Scott, Virginia, 1767.
 Alexander Moultrie, South Carolina, 1768.
 Richard Shubrick, South Carolina, 1768.

Philip Neyle, South Carolina, 1768.
 James Peronneau, South Carolina, 1768.
 William Oliphant, South Carolina, 1769.
 James F. Grimké, South Carolina, 1769.
 Henry Lee Ball, Virginia, 1769.
 Richard Tilghman, Pennsylvania, 1769.
 Daniel Dulany, Maryland, 1770.
 Phineas Bond, Pennsylvania, 1771.
 Walter Atchison, Virginia, 1771.
 Cyrus Griffin, Virginia, 1771.
 William Ward Barrows, South Carolina, 1772.
 William Heyward, South Carolina, 1772.
 Edward Tilghman, Maryland, 1772.
 John Laurens, South Carolina, 1772.
 Henry Lee, Virginia, 1773.
 Richard Beresford, South Carolina, 1773.
 Charles Pinckney, South Carolina, 1773.
 Nicholas Maccubbin, Maryland, 1773.
 Thomas Shubrick, South Carolina, 1773.
 Jared Ingersoll, Pennsylvania, 1773.

Henry Nicholas, South Carolina, 1773.
 John Pringle, South Carolina, 1773.
 Joseph Ball Downman, Virginia, 1773.
 Arthur Lee, Virginia, 1773.
 Moses Franks, Pennsylvania, 1774.
 Benjamin Smith, South Carolina, 1774.
 William Smith, South Carolina, 1774.
 Robert Milligan, Maryland, 1774.
 William Simpson, South Carolina, 1775.
 John Parker, South Carolina, 1775.
 Hoyt McCall, South Carolina, 1775.
 William Sumner Powell, Massachusetts, 1776.
 Charles Brice, South Carolina, 1776.
 James Simpson, Georgia, 1777.
 William Roberts, Virginia, 1781.
 James Smith, South Carolina, 1781.
 William Rawle, Pennsylvania, 1781.
 Joseph Manigault, South Carolina, 1781.

Daniel Horry, South Carolina, 1781.
 Peter Porcher, South Carolina, 1782.
 John Gaillard, South Carolina, 1782.
 Theodore Gaillard, South Carolina, 1782.
 Archibald Young, South Carolina, 1782.
 Thomas Simons, South Carolina, 1783.
 William Mazyck, South Carolina, 1783.
 Benjamin Chew, Pennsylvania, 1784.
 John Saunders, Virginia, 1784.
 Philip Key, Maryland, 1784.
 William Vars Murray, Maryland, 1784.
 J. Leeds Bozmar, Maryland, 1785.
 Robert Alexander, Virginia, 1785.
 George Boon Roupell, South Carolina, 1785.
 Henry Gibbes, South Carolina, 1785.
 William Allen Deas, South Carolina, 1786.

Inner Temple.

Philip Alexander, Virginia, 1760.
 William Pace, Maryland, 1762.
 Alexander White, Virginia, 1762.
 Edmund Key, Maryland, 1762.
 Lewis Boswell, Virginia, 1765.
 William Cooke, Maryland, 1768.
 James Lloyd Rogers, Maryland, 1768.
 John Peronneau, South Carolina, 1772.
 Kean Osborne, America, 1772.
 John W. Irwin, America, 1772.
 Gibbes W. Jordan, America, 1773.
 S. George Tucker, Virginia, 1773.

James McKeely, Virginia, 1775.
 William Houston, Georgia, 1776.
 Francis Corbin, Virginia, 1777.
 Daniel Leonard, Virginia, 1777.
 William Robert Hay, Virginia, 1781.
 George Tyson, America, 1781.
 John Kilsall, America, 1783.
 Francis Rush Clark, America, 1783.
 Carter Braxton, America, 1783.
 James Robertson, America, 1783.
 Richard Foster Clark, America, 1785.
 John Wentworth, America, 1785.

Lincoln's Inn.

Philip Livingston, New York, 1761.
 Arthur Lee, Virginia, 1770.
 William Vassell, Boston, 1773.
 Francis Kinloch, South Carolina, 1774.
 William Walton, South Carolina, 1775.
 John Stuart, South Carolina, 1775.
 Peter Markoe, Pennsylvania, 1775.
 Benjamin Lovell, Massachusetts, 1776.

Robert Williams, South Carolina, 1777.
 Gabriel Manigault, South Carolina, 1777.
 Clement C. Clarke, New York, 1778.
 Alexander Gordon, South Carolina, 1779.
 Richard Henderson, Maryland, 1781.
 Neil Jamieson, New York, 1782.
 Thomas Bee, South Carolina, 1782.

Hugh S. Legaré, one of the most finished scholars of the State, said in his essay on classical learning: "Before, and just after the Revolution, many, perhaps it would be more accurate to say, most, of our youth of opulent families were educated at English schools and universities. There can be no doubt their attainments in polite literature were very far superior to those of their contemporaries at the North, and the standard of scholarship in Charleston was consequently much higher than in any other city on the continent."¹

¹ Legaré's Writings, p. 7.

Dr. Samuel Miller, of Princeton, in 1808, expressed his belief that "the learned languages, especially the Greek, were less studied in the Eastern than in the Southern and Middle States, and that while more individuals attended to classical learning there than here, it was attended to more superficially. The reason is, that owing to the superior wealth of the individuals in the latter States, more of their sons were educated in Europe, and brought home with them a more accurate knowledge of the classics, and set the example of a more thorough study."¹

Dr. Ramsay assumed that it was a regular thing for young men to be sent to Europe for training, and partly attributes to this fact the large share of national honors received by South Carolina for the first quarter of a century after the formation and adoption of the Constitution, no State having more except Virginia. He also says that "none of the British provinces in proportion to their numbers sent so many of their sons to Europe for education as South Carolina." The natives of this colony, the historian Ramsay says, "from their superior knowledge, were eminently useful as civil and military officers in directing the efforts of their country in defence of their rights."²

They were not biassed in favor of England, as were some from other colonies, and it was this fondness for the mother country that Washington mentioned "as a source of serious regret," and that he assigned as a reason for the establishment of a central university. In this early period, not only was education fairly provided for in the free schools, charitable institutions, and by private tutors, but the income of the planters and merchants was sufficient for a large number of the youth to be trained in England.

¹ Howe's History of the Presbyterian Church.

² Ramsay, Vol. II, Chap. IX.

CHAPTER II.

EDUCATION IN THE ACADEMIES.

While the facilities for a fair education were provided in the young colony, yet there were no colleges even in name till 1785, and none in fact till after 1804. Those young men who desired an education higher than was provided in the existing institutions were forced to go North or to Europe. Even after the foundation of the South Carolina College many South Carolinians went outside their State for a more advanced course. But the standard in the State institution was high, and there was plenty of room for the academies to live as training schools for it and for Northern colleges. Besides, it seems to have been not unusual to prepare boys, not merely for the first year, or Freshman class, but even for the Junior class, or the third year. There was ample room for the secondary schools, and men of high character, peculiarly fitted by nature to train boys, planted schools all over the State, and kept up a high standard of excellence through the strength of their own personality. In remote parts of the State, such schools were the only means of education for a large part of the surrounding country, and the results of the training given at some of them were shown in a remarkable way in the prominent men whom they educated.

The country was newly settled, and the manners of the people were not polished. "Moral suasion," if unsupported by stout hickory switches, was not a strong, controlling factor. Discipline was rigorously maintained through fear of the ever-ready rod. Whipping of the severest kind was administered for most offences. All were whipped, both boys and girls. It was a favorite boast with iron-willed men that they whipped all, from the young man of twenty-three to the child of six or eight. Parents demanded strict discipline for their children, and the teachers gloried in administering it. The scholars did not feel at ease unless the new teacher followed the precepts of Solomon as to corporal punishment. The school-master, no matter how good his discipline, how thorough his teaching, was thought inefficient and cowardly if he did not use the rod.

La Borde gives a faithful picture of the barbarous treatment that scholars received at the hands of their masters:

"Among my early teachers was Robert L. Armstrong, who taught for four years in the Edgefield Village Academy. He was from York

District, in our State, and a graduate of our college. He was remarkable for his industry and strict discipline. The academy prospered under his direction—students poured in from the contiguous districts, and not a few came from Georgia. Mr. Armstrong was a gentleman, and though I never received the lash from him, I must speak in terms of disapprobation of his whole system. His severity was extreme. He appeared to think that the lash was everything. He whipped without mercy. One hundred lashes with a tough hickory were often inflicted. I have seen the blood run down the legs of many a poor boy to the floor. Every day the system of flagellation was regularly going on, but Monday was peculiarly appropriated to this purpose. Some score of boys always appeared at school on this day with their legs padded and covered by an extra pair of pantaloons; but our shrewd master was not to be taken in by such a stratagem, and going at his business with a renewed spirit, he never stopped until he had made his way through padding, breeches, and all, to the skin. I have seen him ruin many a pair of heavy winter pantaloons at a single whipping.”¹

ACADEMIES IN THE STATE.

These training schools were scattered over the State. One of them, St. David's Society, drew students from Cheraw to Georgetown. The method of discipline there is illustrative of the general system of management in schools of that day. An old student of the academy wrote: “The rod, the dungeon, and the fool's cap reigned supreme. I have seen them all in full operation.”

At Mount Zion the most distinguished principal was James W. Hudson, who taught there from 1834 to 1858. He drew students, several hundred in number, from the Southern States. Twenty members of his first class were admitted to South Carolina College after his death. In the western part of the State was the famous Mount Bethel Academy, near Newberry Court House. Col. E. Hammond, the father of Senator J. H. Hammond, was principal for a number of years. He was a graduate of Dartmouth College, a classmate and intimate friend of Daniel Webster, and he secured for the school a high reputation.²

Farther west, in Abbeville County, was the school of James L. Lesley, who taught several men afterward of State reputation: Edward Noble, E. W. Simkins, Whitfield Brooks, J. M. Lipscomb, and Judge McGowan. Not far from him was M. J. Williams, among whose students were Gen. M. W. Gary, and Judges Kershaw and Wallace. Farther north, in Anderson County, was a well-known school whose name was made by one man, Wesley Leverett. His most famous pupil is now Senator Joseph E. Brown, who received nearly all his education there. The wonderful progress of this eminent politician and railroad man-

¹ Memoir of M. La Borde, in *History of South Carolina College*, p. 8.

² De Bow's Review, Vol. XXIV, p. 339 (1858).

ager of Georgia "can be understood when it is known that in two years' study from the groundwork, young Brown fitted himself to enter an advanced class in college."¹ In Charleston, also, there was a flourishing school, kept by an Englishman, the following sketch of which has been prepared by Dr. Manigault:

THE CLASSICAL SCHOOL OF MR. CHRISTOPHER COTES.

"The history of education in South Carolina, especially along the seaboard, would not be complete without a notice of a celebrated private school which flourished in Charleston between the years 1820 and 1850.

"The principal of the school was Mr. Christopher Cotes, an Englishman, who had received a thorough school education in his own country, and, without going to one of the Universities, had commenced life as an employé in the commissary department of the British army in Spain.

"At the reduction of the army which followed the events of 1815, he emigrated to America, and soon became established in Charleston as a successful schoolmaster. He seems at an early day to have gained the confidence of the community, and the boys who were placed under his charge were principally the sons of well-to-do parents; so that it was generally considered that Mr. Cotes only received as scholars those whose families were socially and financially prominent.

"This was true to a certain extent; for it never was whispered among the boys that there was a beneficiary among them, and it may well be doubted whether any such was ever included among Mr. Cotes's scholars. But there was another reason for his success, which was as follows:

"Mr. Cotes represented the English idea in his conception of education, although he was gradually obliged to introduce innovations which were demanded by the parents as well as by the teachers. If left to himself the curriculum of his school would probably have been identical with that of the typical English ones, with the classics, mathematics, and history constituting the essential features. As the writer knew the school, there seemed to be the same variety of subjects taught as in the other less important schools of the same city, the classics and mathematics, however, being the most important branches.

"But the feature in American school education to which he was entirely indifferent, and which was actually forced upon him by the nature of his surroundings, was oratory. Mr. Cotes was thoroughly English in his patriotism as well as in his education, and he had supreme contempt for the utterances contained in the extracts from American speeches of the Revolutionary period, which formed a large part of a text-book for boys known as the United States Speaker.

"It seems that in English schools the boys are never made to practice

¹ Avery's History of Georgia, p. 11.

public speaking, and, in addition to his annoyance at being obliged to listen to the speeches which were abusive of Old England, and of which the scholars seemed never to tire, he considered the exercise as not belonging strictly to a correct system. As a compromise, therefore, between the two extremes of being obliged to have the exercises, and of being forced to listen to assertions which were wounding to his feelings, he expressed great satisfaction on a certain occasion, when one of the clever boys of the school ascended the little platform and delivered in Latin a passage from one of Cicero's orations. There was no oratory displayed in the effort; it was simply the repeating from memory of a certain amount of Latin. Mr. Cotes was gratified at the welcome change, and the innovation was repeated by many of the other boys in order to please him.

"The other cause, therefore, of the success of the school was that it was modelled after those of England as far as it lay in his power, and as far as the requirements of a different country could permit. This suited precisely the wishes of those Charleston parents whose fathers had been educated in England, and who were of the opinion that the school system in that country was in every respect the best. As soon as his ability was recognized, Mr. Cotes received the patronage of a large number of families, and, with his school averaging for many years over one hundred boys, each one paying \$100 for the year, he was able to employ the best of assistants, to contribute from his annual savings towards the support of his aged father and mother at home, and to lay up a certain sum for his own maintenance in old age. The two assistants who remained with him the longest were the two brothers Messrs. William J. Lesesne and Isaac Lesesne, both of whom had been his scholars.

"Mr. Cotes, although he had not received a university education, was perfectly competent as a teacher of the classics and mathematics, in consequence of his thorough training in an English school. He prepared many youths for the South Carolina and Charleston Colleges, and a few for Harvard, Yale, and Princeton. They were usually well prepared, and the professors of the two first-named institutions had frequently occasion to bear testimony to the thorough grounding of those who had been his scholars, in both the classics and mathematics. Several boys from his school went afterwards to the school of the Rev. Dr. Muhlenberg, at College Point, near Flushing, Long Island, to prepare for Yale and other colleges, and the teachers soon observed how well they were grounded in the classics.

"In regard to mathematics, the writer, at an early age, had the opportunity of observing for himself Mr. Cotes's ability to make the subject of algebra clear to a class of boys. A year before the class came under his supervision, while it was still taught by one of the assistants, Mr. Cotes called the class to his room for an hour, three days in the week, and, with much patience, instructed them in the elements of

algebra from a little text-book which, by its simplicity, was well suited to the purpose. The solution of the questions in the book was made by algebraic formulæ. The interest which he took in making each boy, one after the other, go through the reasoning which was necessary in order to reach a solution of each problem, showed that he did not perform his duties in a perfunctory way, but that he had the real interests of his pupils at heart.

"The younger classes were practiced daily in spelling, arithmetic was carefully taught, geography was made more simple by the boys being obliged to prepare drawings of maps, and a good handwriting was encouraged by the regular employment of a competent instructor; French was the only modern language for which there was a teacher, but he was always a native Frenchman; rhetoric, composition on some subject suitable to the capacity of each class, also occasionally a text-book for the younger classes which gave them an insight into common every-day matters. All these combined made the school so completely equipped, that he who was not able to profit by the opportunities offered was indeed a dunce, and one of the peculiarities of Mr. Cotes was the little sympathy he displayed for that variety of school-boys. As soon as one such became unmistakably apparent his departure from the school was encouraged.

"In addition to the opportunities for instruction which have been enumerated, he procured in England a large telescope which cost several hundred dollars, and a philosophical apparatus for the advanced classes. It is the writer's belief, however, that he found that astronomy and natural philosophy were more suited to college students, and he consequently abandoned the effort to teach them in his school.

"There still remains to explain the mode of punishment which was practiced in the school, and the way in which its discipline was maintained. As an Englishman Mr. Cotes never gave a thought to any other system but the birch, but, on account of its scarcity in America, he substituted the rattan, as being an implement more lasting and convenient to handle. He reserved the chastising of the boys exclusively for himself, as he had observed that the assistant teachers sometimes lost their tempers when punishing a boy in the classes, and he not unfrequently lost his temper himself with those classes which recited to him, and became unnecessarily severe. During school hours any boy requiring correction for misbehavior was sent to the principal for punishment and when the hour for the dismissal of the school had arrived, those boys who had received bad marks from the assistant teachers for their lessons remained, and Mr. Cotes visited the various rooms and dealt out the rattan in such amount as he considered the various marks called for.

"Forty and fifty years ago corporal punishment was practiced in all the Charleston schools without any doubt as to its propriety. There was probably not one boy, of the many hundreds who attended Mr.

Cotes's school, who could boast of never having been touched by his rattan, and the writer has yet to hear of any one of them who is not convinced that the experience was a wholesome one.

"Mr. Cotes visited Paris in the summer of 1847, during one of his occasional trips to England. At that time the writer of this paper was at school in that city, and Mr. Cotes took the opportunity of inspecting the school in company with the writer's father. He had a fair knowledge of French, which, however, he had not learned at school, for no modern language was taught at the English schools during his boyhood; but he was not able to converse in the language at any length, and it was necessary to interpret for him. He paid a long visit and exchanged views on various educational topics with the French schoolmasters. When the subject of punishments which prevailed in France and in England was discussed, the Frenchman gave it as his opinion that corporal punishment was unseemly and brutal, and stated it was altogether a thing of the past in France. He explained that the French way of correcting school-boys was to keep them in during recreation hours, and make them employ their time in writing a certain number of lines of poetry—the system applicable only to boarding-schools. For good recitations and good behavior they were entitled to certificates which were worth a certain number of lines of poetry, and when one had misbehaved or missed a lesson, and the punishment of a number of lines was inflicted, he could pay the debt with one or more of his certificates. In this way many a boy passed through his school days in France without losing a single recreation hour; but there were also a number of incorrigible ones in every school who were, by nature, fond of writing poetry and who, during the scholastic year, had very few hours of boyish enjoyment and fun. It is understood, of course, that the poetry alluded to was copied, and not composed. The Frenchman, Monsieur Penant, spoke with emphasis in his denunciation of corporal punishment, which he seemed to know was practiced on the other side of the Atlantic, and Mr. Cotes winced slightly at hearing what he said. He did not reply directly to Monsieur Penant, but turned to the others and said in English: 'The schoolmasters of England long ago concluded that, if they should abandon the rod, the time would soon come when the boys themselves would be masters of the schools, and its continuance is a matter of absolute necessity.'

"Monsieur Penant, as a Frenchman, was as patriotic as Mr. Cotes was from his stand-point of an Englishman, and each one was perfectly satisfied that everything in his own country was of the best. Both were under the erroneous impression which had been fostered for generations concerning the habits and customs which were peculiar to the other's country, and the crushing defeats that the French had suffered at the hands of the English made the former averse to anything like friendliness. The *entente cordiale* of 1854 and 1855 had not yet been reached, and every Englishman was still the natural enemy of every Frenchman.

"Monsieur Penant's school, situated near the Havre railway station, was a large day school with only room for twenty-five boarders, most of whom went daily to the *Collège Bourbon* near by. The building was small and old-fashioned, but every thing was kept scrupulously clean, thanks to the exertions of his industrious wife, and his supervision of all the studies was constant and unremitting. Many American boys had been under his care, and he had succeeded wonderfully in teaching them the French language. But he had found them unruly and difficult to control, and he announced definitely that he preferred not to have any more.

"With regard to the two systems of punishment, the writer, having had the opportunity of experiencing both, may be pardoned in making a passing remark upon them. In the English schools, or in those modelled after them, like Mr. Cotes's school, a spirit of truthfulness is encouraged and developed by the modes of management. A boy who stands up manfully for his punishment, and, after school hours, is allowed some liberty and not confined to the four walls of either the school building or recreation grounds, as is the case in the Paris schools, where he is eternally watched by one of the assistant teachers, becomes, as a man an altogether different being from one who has been under the French system. Prevarication, on the other hand, is a common vice in French schools, and it seems to be favored by the system. The complicated arrangement by which a college like the *Collège Bourbon*, known as a *collège externe*, from its not having accommodations for boarders, but receiving its pupils twice a day from neighboring schools and private dwellings, adds also to the opportunities for deception and falsehood on the part of the boys, is too long to explain in detail. The lessons for the morrow are indicated by the professor at the college, but are studied and recited at the schools, and the record books by which the recitation marks are conveyed to the professor, who examines each one carefully, are an endless subject of trickery. English and American parents have often been warned against this prevaricating feature in Parisian boarding-schools. If a boy has not already had correct principles instilled into him, he runs the risk of not holding the virtue of truthfulness in proper respect in after life in consequence of the association.

"Is it not probable that the independent manliness of the Englishman, who is found in almost every quarter of the globe, thus securing to his race so much valuable new territories, is partly the consequence of the liberty which is allowed him as a boy? While the Frenchman, who is kept in leading-strings until manhood, is characterized by an unwillingness to leave his own country, and an almost total absence of success out of France in the higher branches of commercial and financial venture.

"While on the subject of French schools, with a pamphlet before the writer to refresh his memory, which contains the addresses at the dis-

tribution of prizes at the *Collège Bourbon* in August, 1847, and the names of the successful competitors, it can be observed in it that, limited as the curriculum of English schools then was, the scope of the studies in French colleges was smaller still. Boys go to these colleges from eight and nine to nineteen and twenty, and, with the exception of arithmetic and geography in the two youngest classes, until the seventeenth year, there is nothing taught beyond the classics and history. Mathematics is introduced only during the seventeenth year. This is a striking fact, the evidence in favor of which is undoubted, and, after all that has been said about education, it seems to prove what has been often asserted—that it is much more a training of the mind than a storing of knowledge. It would seem then that Mr. Cotes was working in the right direction when he took so much pains with that class of small boys in algebra. It was not so much the rudiments of the science he was teaching them, as that he was exercising their minds to reason out the solutions of the problems.

“After his scholars had reached their thirteenth and fourteenth years he generally ceased to punish them. He was not a muscular man, and would probably have had the worst of an attempt to correct a boy of fifteen or sixteen if there was resistance, and it was well understood throughout the school that if a larger boy who absolutely required punishment should try to prevent its being administered he would be immediately expelled. Such a case occurred under the writer’s observation, and there was no hesitation in enforcing the determination.

“Mr. Cotes injured himself and his school by his indifference to elocution. There were other schools in Charleston, not having the same prestige and reputation, where great attention was paid to it. Their public exhibitions would be visited by his pupils, and the excellent oratorical displays of school-boys were listened to attentively, with a feeling of wonder that no efforts were made by Mr. Cotes to develop the talent in his school. Paul H. Hayne, the poet, became one of his scholars after having been for some years at another school, where great pains had been taken to make him a public speaker. For a youth at school his declamation was very creditable, and so great was the interest felt by the other boys in his appearance on the speaker’s platform, that it was always known the day before that his time had come, and the school-room the next morning was crowded with eager listeners. The speech was usually well memorized, and the audience invariably interested and attentive—the principal alone being indifferent and unmoved.

“When Mr. Cotes first arrived in Charleston he came as an entire stranger, not having had with him any letters of introduction. He became known, therefore, by the sheer force of his ability as a teacher, and, when his reputation had become established, and he had become a person of some importance, he enjoyed frequently the hospitalities of those families who were his patrons. It was grateful to him to be thus recognized, although he was naturally of a retiring disposition, but it

became the occasion of his exhibiting the only weakness that could be charged against him. His partiality for those boys who were the sons of his hosts was marked, and apparent to the rest of the school. There was one redeeming feature in it, however, that should be mentioned. It was, that his natural antipathy to all dunces was so inveterate that it would have been impossible for him to show any partiality for one, however great the social eminence of the father might be. He gave the name of 'two-penny' to one of this genus on a certain occasion, and he was known forever afterward by that *sobriquet*.

"He was spare of person, of medium height, and had lost an eye—the cause of this misfortune having never been explained by him. He was a faithful adherent of the Church of England, and attended regularly the services of St. Philip's Church in Charleston, accompanied by as many of the boys who boarded with him as his pew could contain. During a part of his sojourn in Charleston he kept a pair of horses, and drove them constantly himself in the afternoons. Sometimes he would take one of his pupils with him, and, more than once, when alone, upon meeting one away from his home, he would invite him to take a seat with him. He also occasionally allowed one or more of his favorite boys to ride the horses. This pair seemed to be the only luxury he allowed himself, as his tastes were simple, and he thus was able to provide fully for old age. Reading and study were the principal occupations of his spare time.

"At length the constant strain of an occupation which, of all others, is the most trying to the temper, began to tell, and signs of failing commenced to appear. During the winter of 1848–49 he had a slight stroke of paralysis, and when he returned again to the school-room, after a ten days' confinement to his bed-room, his appearance was much changed for the worse. In the spring he made another trip to England, where he spent the summer, and returned in the fall somewhat improved in health. But he found that permanent recovery was impossible, and, after another year, he gave up the work altogether, and resigned his school to his successors. Upon returning to England to end his days, he resided at Newington Rectory with a brother, the Reverend Septimus Cotes, a clergyman of the Church of England and rector of Newington, near Wallingford, nine miles from Oxford. He here lingered in feeble health until his death in 1856.

"After his permanent return he was visited by several of his American friends and former pupils who happened to be in England, and, although wasted by disease, he exhibited an interest in many, after whom he especially inquired.

"Mr. Cotes invested in the United States a considerable sum from his earnings, and in his will he left as his executor a prominent citizen of Charleston who had been his life-long friend. The property yielded a good return, and, when the late war was over, there was a considerable sum accumulated from the interest due. When this was

in hand, the Reverend Mr. Cotes, who still lives at an advanced age, having been informed of the pecuniary distress then prevailing at the South, especially among those who had been wealthy, instructed the executor to distribute among the most needy of his brother's former scholars or their families the entire sum that had been received. This was accordingly done, and many cases of actual want were relieved by this act of generosity.

"Mr. Cotes was liberal in all of his expenditures for his school, and his table for all those who boarded with him was abundantly supplied. In all of his dealings he was honest and upright, and he invariably exerted his influence with those under his charge to induce them to avoid all mean acts. His presence in Charleston for so many years, having in his care a large proportion of the youth of the city, has marked an epoch in its educational history.

"G. E. MANIGAULT, M. D.

"*Charleston, S. C., September, 1887.*"

But the greatest and most famous of all the academies in South Carolina was that of

MOSES WADDEL.

Although there were no colleges in South Carolina except in name, the best substitute was provided by first-class work in the academies, of which the most famous was at Willington, in Abbeville County. It owed its fame to the efforts of one man, Moses Waddel. If any teacher deserves to be remembered by reason of the prominent men whom he taught in their boyhood, the subject of this sketch can claim as strong a title to such a remembrance as any. His school held for years the highest rank among the schools of the State, and attracted students from all parts of the State and from other States, while his influence was felt even in distant States. The importance of his work demands a short sketch of his life.

His family were Presbyterians and lived in North Carolina. A relative of his, James Waddel, was the author of the famous sermon so graphically described by the celebrated William Wirt, on the agony and death of Christ, in which he reached, according to Wirt, the sublimity and grandeur of Massillon or Bourdaloue. Moses Waddel was born in Rowan County, July 27, 1770. In that newly-settled country educational advantages were very meagre, and schools were maintained only at long intervals. But, in spite of these disadvantages, such were his capacity and application, that at the age of fourteen he was recommended by his teacher for a tutorship in Camden Academy, as the best linguist in his school. Owing to his tender age and the dissipations of city life, his father refused the offer. His academic career immediately ceased; up to this time, though, he had spent in all only five years at school. The following year he took charge of a school of twenty pupils, teaching the ordinary English branches and Latin for seventy dollars yearly. In 1786 he went to Greene County, Ga., but was soon

driven off by a threatened invasion of the Indians, and then applied for a position in the Richmond Academy, at Augusta, Ga., but failed to get it.

Being impressed by the demoralized condition of the country, resulting from the war and by the spread of infidelity, he felt it his duty to enter the ministry. In order to prepare himself for the work he went to Hampden-Sidney College, and graduated in eight months and twenty-six days, in September, 1791. Shortly after this he was licensed to preach, and he began his life-work as preacher and teacher. He first settled in Georgia and opened a school near the little town of Appling, in 1793 or 1794, but a few years after he removed to Vienna; then finally established his famous institution at Willington, his country seat, in 1804. It was located on the high ridge between the Savannah and Little Rivers, free from malaria; and the Huguenot settlers for several miles along Little River, and the Scotch-Irish settlers on the Savannah, furnished a number of patrons for the young teacher. It was chiefly through the influence of one of the Huguenot descendants, Pierre Gibert, that the school had been moved from Vienna. The locality has been the home and birth-place of many prominent persons. A widow from Charlestown, a relative of Governor Bull, had settled here for the education of her two sons. Here that strong Unionist of Charleston, James L. Petigru, was born. "On one of the most charming of these delightful river-hills" George McDuffie spent the most of his life. John C. Calhoun lived here until he entered Congress.¹

With such favorable surroundings, the school-house was built on a pleasant ridge covered with the chinquapin, with the noble oak and hickory interspersed, and lower down nearer the little stream were some beech trees, on which ambitious students were accustomed to carve their names. Instead of large, luxurious dormitories for the students, were built little log huts, with chimneys of wood usually, but sometimes of brick. The students were encouraged to build these themselves. The whole formed "a street shaded by majestic oaks, and composed entirely of log huts, varying in size from six to sixteen feet square. * * * The street was about forty yards wide and the houses ten or twelve ranged on the sides, either built by the students themselves or by architects hired by them." The common price was five dollars for a house, "on front row, water-proof, and easily chinked. * * * In the suburbs were several other buildings of the same kind erected by literary recluses * * * who could not endure the din of the city at play-time—at play-time, we say, for there was no din in it in study hours. At the head of the street stood the academy, differing in nothing from the other buildings but in size, and the number of its rooms." There were two rooms in this, one for the primary pupils, while "the larger was the recitation room of Dr. Waddel himself, the prayer-room,

¹ From a private letter by Mrs. M. E. Davis, of Alabama.

court-room, and general convocation room for all matters concerning the school. It was without seats and just large enough to contain one hundred and fifty boys standing erect, close pressed, and leave a circle of six feet diameter at the door for jigs and cotillions at the teacher's regular *soirées* every Monday morning."¹

In this sylvan retreat "gathered students from all parts of this and the adjoining States, and the wild woods of the Savannah resounded with the echoes of Homer and Virgil, Cicero and Horace." Under the wide-spreading branches in summer, and in their huts in winter, the students diligently studied, changing their occupations at the sound of the horn, and repairing to the house for recitation when called for by the name of "the Virgil class, the Homer class," or by the name of the author they were studying. "In a moment they appear before their preceptor, and with order and decorum recite their lessons—are critically examined in grammar and syntax—the construction of sentences—the formation of verbs—the antiquities of Greece and Rome—the history and geography of the ancients, illustrative of the author whose works they recite; and are taught to relish his beauties and enter into his spirit. Thus class succeeds to class without the formality of definite hours for study or recitation till all have recited. In the presence of the students assembled a solemn and appropriate prayer, imploring the Eternal in their behalf, begins and ends the exercises of each day."²

Far removed from the noise and dissipations of the city, the students applied themselves closely to their work. Among sober, industrious people, and anxious to merit the praise of their great preceptor, they had to study or be pointed at by the finger of scorn. Such was the spirit among them that drones were hardly tolerated at all, and nine in ten studied as hard as their health would permit. Their life was simple and industrious, and their food was Spartan in its plainness,—corn-bread and bacon. Instead of gas and students' lamps, they pored over the lessons by the aid of pine torches. At the sound of the horn they retired to bed, except a few adventurous spirits that set out in quest of hen-roosts or to unhinge gates. They rose at dawn and resumed their studies. Instead of playing base-ball or foot-ball, boys took their recreation in "running, jumping, wrestling, playing town-ball, and bull-pen. The big boys hunted squirrels, turkeys, etc., on Saturdays, and 'possums and coons at night."

At first the school was composed chiefly of country boys, but about 1810 a large number of youth from the towns came in and abused their liberty so that their privileges were greatly curtailed. The students were then forbidden the use of fire-arms, required to retire at nine o'clock, rise with the sun, and take only fifteen minutes at each meal. Although the school turned out so many prominent men, it is quite remarkable that "with two or three exceptions no student who entered this school

¹See William Mitten, by Judge A. B. Longstreet,

²Ramsay's South Carolina, pp. 369 *et al.*

between the years 1806 and 1810 from the largest cities of Georgia and South Carolina, ever became greatly distinguished; while the period including those dates was the most fruitful of great men of any of the same length during the whole time of Dr. Waddel's instructorship."¹

Although devoted to the classics, Dr. Moses Waddel preferred to follow the advice of Solomon rather than the precept of Plato with regard to the use of the rod. He managed his school through the aid of monitors, whom he appointed from among the best students, and he never whipped except on their report, and afterwards on the decision of a jury of the boys. He flogged only for misbehavior, but he "rarely, if ever, corrected a student for deficiency in recitation," knowing that if "turning off" did not cure him, flogging would do no good. "To be required to recommit a lesson was considered such a disgrace by all the students that he never found it necessary to apply any other corrective to this delinquency." He believed in the efficacy of the rod as a moral reformer, and he managed his school very largely on this idea. "His government was one of touching moral suasion, but he administered it in a new way."

All of Dr. Waddel's pupils loved and venerated him. He was a worker himself, and he required work of others. He was indefatigable in watching over his pupils, in studying their natures, and directing and encouraging each one according to his disposition. In spite of his apparent unkindness, he was affectionately devoted to their interests, and often advised them in private of their conduct, and warned them against bad associates. He often rode at nights to the different boarding-houses to see if his pupils were studying. If he found them idle, he told them of it the next day. Thoroughness in their work he insisted on, and the results of it are seen in the great number of his students that entered the Junior class in the different colleges. One of the early Governors of South Carolina, Patrick Noble, wrote: "I was examined by the faculty of Princeton College to-day and was admitted into the Junior class." John C. Calhoun within two years was prepared to enter the Junior class at Yale. The great orator McDuffie and the two Wardlaws entered the Junior class in South Carolina College. Judge A. B. Longstreet also entered the Junior at Yale. In fact nearly all who were fitted at this school entered the Junior class. Indeed the president of Nassau Hall (Princeton) said that the students from this school were as well prepared as those from any other part of the Union.

He himself, it is said, knew some of the Latin authors by heart, and it is related that he would hear the class recite in Virgil with his eyes closed. If a slight mistake was made he would instantly speak out, "That's wrong, sir!" and correct it without looking at the book. The drones of the class would prepare one hundred to one hundred and fifty lines of Virgil for a single recitation, while the bright leaders would

¹ William Mitten, p. 98.

master one thousand. The brilliant, ambitious boys would not be held back by the drudges; he would form new classes and push the best students on. The school was large, probably too large, in later years for the force employed, as it numbered upwards of one hundred and fifty, and one authority puts it at two hundred and fifty.¹

His character and individuality were impressed on his students so that the impressions were lasting even among their descendants. Men are still living who speak with pride of their attendance at Willington, and their children cherish it as an honor to the family. George McDuffie, when a Senator, and Thomas Farr Capers in after life revisited the place, and as they walked among the dilapidated houses, and recalled their old teacher and his school, they were moved to tears. No other man in the South, has so powerfully impressed himself on men who influenced the destiny of the country as this Willington master. He needs no monument, but lives in the great men whom he has trained. There went forth from this school "one Vice-President, and many foreign and Cabinet ministers; and Senators, Congressmen, Governors, judges, presidents and professors of colleges, eminent divines, barristers, jurists, legislators, physicians, scholars, military and naval officers innumerable."²

It would be impossible to get a complete list of the great men educated there, but a partial list will give an idea of the influence exerted. In the early years of the school came W. H. Crawford, at the age of twenty-two, and remained two years. He was probably defeated for the Presidency in 1824 by an unfortunate stroke of paralysis, and is regarded as "the greatest of the citizens of Georgia;" Eldred Simkins, M. C., South Carolina, was a contemporary; and then came John C. Calhoun, who lived a life "more tragical than any tragedy," and stands forth the clearest of the great trio;³ W. D. Martin, judge and M. C.; James L. Petigru, eminent lawyer, who was a strong Unionist, and expressed his disapproval of secession by deliberately walking out of church, when the minister prayed for the dissolution of the Union in 1860; Andrew Govan, M. C.; Hugh S. Legaré, Attorney-General, foreign and Cabinet minister; George McDuffie, M. C., Governor, and U. S. Senator; George R. Gilmer, M. C., and Governor of Georgia; George Carey, M. C., Georgia; John Walker, M. C., Alabama; Henry W. Collier, Chief-Justice of Supreme Court of Alabama, and Governor in 1846 or 1848; Lawrence E. Dawson, a distinguished lawyer in South Carolina and afterwards in Alabama, died in 1848; John S. Hunter, of Dallas County, Alabama, judge of circuit court and a distinguished lawyer; George W. Crawford, M. C., and Governor of Georgia; Patrick Noble, Governor; D. L. Wardlaw, judge; F. H. Wardlaw, chancellor; A. B. Longstreet, judge, and president South Carolina College; A. P. Butler,

¹ W. J. Grayson's *Life of J. L. Petigru*, p. 37.

³ See Von Holst's *Calhoun*.

² William Mitten, p. 72.

U. S. Senator; and P. M. Butler, Governor, and colonel of the Palmetto Regiment in the Mexican War.¹

George Carey prepared a thousand lines of Virgil for a Monday's recitation when at Willington. The Virgil class was too large, and its members were of such unequal grade, that the teacher announced that it would be divided on the basis of the work done by each one by the following Monday, and it was under this stimulus that Carey did his work. George McDuffie excelled this intellectual feat a year or so later with one thousand two hundred and twelve lines of Horace. He was poor, and was boarded gratuitously in the family of Mr. William Calhoun. His ability was first recognized by James Calhoun, who aided him in his attendance at the South Carolina College. He was a very hard student and is said "to have devoured his Latin grammar in three weeks." The Hon. Lawrence E. Dawson, father of the present United States Commissioner of Education, Col. N. H. R. Dawson, was a student in the school with McDuffie. His son relates his father's account of how closely McDuffie applied himself; that he would walk from his boarding-house to the school, a mile distant, with his open book before him, studying all the time.

The school was continued until 1819, when Dr. Waddel was elected president of the Georgia University (Franklin College). His success here was as marked as at Willington. He carried with him the same powers of organization, the same intense earnestness and prayerfulness, the same tender regard for the students, and the same zeal in religious matters that had marked his career at Willington. The college needed his vigor and prudence to raise it to literary eminence, "and to the wisdom and prudence and reputation of that good man is Georgia very largely indebted for the respectability and usefulness of her State College. The success which attended his efforts in raising the institution so rapidly as he did to respectability, has been to many inexplicable. But to those who well understood his character that success is by no means surprising."² When he took charge of the college the circumstances were such "as few men would have been able to meet without abandoning the object in despair." But at the end of ten years he was permitted to see a vast change for the better. Judge Longstreet says "the effect of his coming to this institution was almost magical; it very soon obtained a measure of prosperity altogether unequalled in its previous history." He took it only after the urgent solicitation of the trustees, and after earnest prayer on his part. But he deliberately concluded that a greater field of usefulness was open to him for advancing the cause of education, of religion, and of morality, and he considered it his duty to accept the place. But "in

¹Most of the above are found in William Mitten, p. 99; for the remainder the author is indebted to the kindness of J. F. Calhoun, Esq., Due West, S. C., and others.

²Judge A. B. Longstreet, in Sprague's Annals of the American Pulpit, Vol. IV, p. 68.

consequence of advancing age and declining health," he retired from the office in 1829, and returned to Willington. He supervised the school, opened there by his sons, who made it as large as it was under him. In 1836 he suffered a stroke of palsy, by which his mind was affected. On the election of his son to a professorship at Athens, Ga., in 1836, he was removed to that place, where he died July 21, 1840. Judge Longstreet delivered a eulogy on him a short time afterwards.

He was a man of the most unwearied activity and the broadest sympathies. The amount of his charities will never be known, since he never gave ostentatiously. He was prominent not as an educator only, but as a minister, and it is said that the renewal of the Presbyterian Church in Abbeville County was due to his efforts. He preached regularly there during his whole stay, and also at Athens he was very active in religious work. He was especially anxious to educate the young men preparing for the ministry. He assisted them with his counsel and with his purse. He interested himself at Athens to induce families to board such young men freely. "His discourses were always grave, solemn, and practical, possessing few of the ornaments of style, but occasionally enlivened with flashes of true eloquence." He never read his sermons, holding that the subject was so solemn and grand in its importance that a man could preach with freedom and power *extempore*. On one occasion a distinguished minister was reading his sermon, and the house became so dark that he was forced to close abruptly. Dr. Waddel whispered loud enough to be heard by all in the pews, "He is served right!" His greatest pupil, John C. Calhoun, testified of him: "It was as a teacher that he was most distinguished. In that character he stands almost unrivalled. Indeed, he may be justly considered as the father of classical education in the upper-country of South Carolina and Georgia. His excellence in that character depended not so much on extensive or profound learning, as a felicitous combination of qualities for the government of boys and communicating to them what he knew. * * * Among his pupils are to be found a large portion of the eminent men of the State of Georgia."² He truly deserved the name of the "Carolina Dr. Arnold," given him by W. J. Grayson, the biographer of Mr. Petigru.

In personal appearance he was "about five feet nine inches high, of stout muscular frame, and a little inclined to corpulency. In limb nearly perfect. His head was uncommonly large, and covered with a thick coat of dark hair. His forehead was projecting and in nothing else more remarkable. His eyes were gray and overshadowed by thick, heavy eye-brows, always closely knit in his calmest hours, and almost overlapping in his angry moods. His nose was bluntly aquiline. His lips were rather thick, and generally closely compressed. His complexion adust. His *tout ensemble* was, as we have said, extremely au-

¹ Alonzo Church, in *Sprague's Annals of the American Pulpit*, Vol. IV, p. 71.

² *Sprague's Annals of the American Pulpit*, Vol. IV, p. 67.

stere; but it was false to his heart, for he was benevolent, affectionate, charitable, hospitable, and kind. He was cheerful and even playful in his disposition."¹

He married Miss Catharine Calhoun, sister of John C. Calhoun, in 1795, but she died in 1796, leaving no children. He again married and became the father of several children, some of whom have been prominent as educators in the South. One of them, John N. Waddel, is now Chancellor of South-western University, Clarksville, Tenn. He left no literary work except a small volume, *Memoirs of Miss Catharine Elizabeth Smelt*, daughter of D. Smelt, M. D., of Augusta, Ga., in 1820. His fame rests with the great men he trained, and the secret of his success lies "in his sleepless vigilance over the conduct and morals of his scholars." "The fruits of his vineyard are scattered far and wide through most of the Southern States, and long have they been seen in rich luxuriance in the Capitol of the Union!"²

By permission, the following sketch of George McDuffie while at Dr. Waddel's famous academy and the South Carolina College is taken from an unpublished eulogy upon Mr. McDuffie by the late Hon. Armistead Burt, of Abbeville, S. C.:

GEORGE MCDUFFIE.

John McDuffie and Jane, his wife, were natives of Scotland, and soon after the close of the Revolutionary War came to Columbia County, in the State of Georgia, and made their home in the pine lands near the line of Warren County, some thirty miles from the city of Augusta. He was better educated and more intelligent than his neighbors, and naturally exerted much influence in the community. He was well known for the vigor of his understanding and the energy of his will. Integrity, courage, generosity, and benevolence were his characteristic qualities, and they commanded the respect and esteem of his neighbors.

George, the younger of the sons, was born on the 10th of August,

¹ See William Mitten.

² See Judge Longstreet, in Sprague's Annals.

It is but natural to feel an interest in the subsequent history of the school, a sketch of which is given through the painstaking kindness of John F. Calhoun, Esq., of Due West, S. C., who ably met an attack on the school in one of the county papers in 1886.

The following list of the teachers can be relied on with due confidence: Moses Dobbins, 1820; Mr. and Mrs. DeWitt, 1821-22; John Hannah Gray, 1823-26; Dr. M. Waddel and his youngest son, John N. Waddel, 1830-33; Dr. M. Waddel and another son, James P. Waddel, 1833-36; Hugh Morrow, 1837; Mr. Boyle, 1839; Thomas Jenkins, 1840; Isaac Moragne, 1842; Jenkins Lee, 1843; W. A. Lee, 1844; Dr. Reese, 1845; William C. Ware, 1847; Mr. Beloit, in the interval of 1847-50; O. T. Porcher, 1850-53; J. F. Calhoun, 1853; after 1853, Mr. Jones, James McCutcheon, and Calhoun Simonds, the last teacher at Willington in 1858 or 1859. O. T. Porcher, the greatest of all the successors, revived the school and removed it to his home, one mile from Willington, and continued it successfully to his death, about 1875.

1790, in this humble home. John McDuffie and his neighbors appear to have considered the school-house more important than the meeting-house in the backwoods of Georgia, and they bestowed upon it the patronage and sustenance which their small means permitted. Teachers seem to have been procured without difficulty, but their attainments and qualifications embraced only the first and smallest rudiments of education. In these primitive institutions Mr. McDuffie learned before his twelfth year so much of reading, writing, and arithmetic as qualified him to be a merchant's clerk in a country store, and he was employed by Mr. Hayes, whose place of business was in the vicinity. In these schools Mr. McDuffie displayed the wonderful genius which in professional and public life so much excited the admiration and wonder of his countrymen. But so amiable was his temper, and so affectionate his disposition, and so incontestable his superiority, that he excited no envy and no jealousy. His school-mates united with their teachers in awarding to him precedence, and friends and neighbors approved and applauded the distinction.

His discretion, intelligence, and assiduity, with his exemplary deportment, soon conciliated the friendship and esteem of Mr. Hayes and his family. At that time Augusta was the market-town of a large country in Georgia and South Carolina, and attracted enterprising merchants from both States. James Calhoun, a brother of the great statesman, was the leading partner of the mercantile firm of Calhoun & Wilson, in Augusta, which was favorably known in the upper country on both sides of the Savannah River. Mr. McDuffie having developed capacity for a larger business than that of Mr. Hayes, and being desirous to find employment in Augusta, on the recommendation of his employer, obtained a situation as clerk in the house of Calhoun & Wilson, at the end of the year 1804. He was received into the family of Mr. Calhoun, and soon attracted his attention and secured his confidence and respect. His industry and fidelity in the performance of his increased duties, his modest and amiable deportment, his decorous life, and his passion for knowledge, quite distinguished him from others of his age and position. His duties as a clerk were performed with prompt and punctilious accuracy and carefulness, but every leisure moment of the day and many hours of the night were devoted to books.

Dr. Moses Waddel, who had established a reputation as the principal of the high school at Wrightsborough, in Georgia, and who had taught John C. Calhoun, William H. Crawford, and others who became distinguished as members of the bar and as statesmen, was conducting with distinguished usefulness his famous academy at Willington, in Abbeville County, S. C. William Calhoun was then a planter on the Savannah River, and his residence was within a mile of the academy. Business frequently carried him to Augusta, where he saw Mr. McDuffie in the family of his brother James. Prepossessed by his appearance and manners, and favorably impressed by the accounts of his brother James,

William Calhoun, in 1810, took Mr. McDuffie to his home, when he entered the academy. Having prepared himself in the English branches and acquired a considerable knowledge of history, he commenced the Latin course, and made the most wonderful progress.

The Willington Academy was so famous for the number of its pupils who became distinguished at the bar and in the halls of legislation, that this sketch would be incomplete without some notice of him who was its founder and principal, and who impressed upon it so much of his strong character. The Rev. Moses Waddel was a native of North Carolina, and a minister of the Presbyterian Church.¹ He came from that section of the State from which the Calhouns, the Nobles, the Huttons, and others, the colonists of that magnificent country known as the "Calhoun Settlement," had emigrated. He married a daughter of Patrick Calhoun, the pioneer and leader of the colony. Tradition told that he was a relative of Mr. Waddel, the blind preacher, whose eloquence is immortalized by William Wirt in the beautiful letters of the *British Spy*. The sermons of Dr. Waddel were instructive, forcible, and earnest, but they were not eloquent. He held the faith and the dogmas of his church in their straightest and strictest forms, and he taught them from the pulpit, and illustrated them in his life and conversation in all their purity and rigor.

But nature had destined him for another sphere of usefulness, and for greater fame than he had acquired in the pulpit. He possessed in an especial degree the qualities—physical, mental, and moral—to be an instructor and governor of youth, and particularly to be the principal of a high school. Although of medium height, his form was burly. His head was large, his brow was heavy, and his eyes were grey and cold. His speech was deliberate and authoritative. His gesture was commanding; he looked as one having authority, and he spoke as one accustomed to obedience. The whole man's appearance, manner, and mien, all were imposing, masterful. His education, his high personal qualities, no less than his majestic presence, eminently fitted him to be the principal of an academy.

The system of instruction and the discipline of the academy partook of the high tone and inflexible character of the principal; the former was thorough, and the latter was vigorous. No violation of the laws was allowed with impunity; punishment, prompt and condign, was administered without partiality and without pity; the relentless rod was applied to all offenders without respect to age, advancement, or social position.

He was the pioneer of education in the South, and his academy at Wrightsborough in Georgia was the first grammar school in the back

¹ His father, William Waddel, emigrated from the neighborhood of Belfast, Ireland, in 1767; he landed at Charleston, and settled on the waters of the South Yadkin, in North Carolina. His son was named Moses, after the ancient prophet, on account of his feeble tenure on life in infancy.—Howe's *History of the Presbyterian Church in South Carolina*, Vol. I, pp. 650-55.

country of that State. There was no similar seminary in the upper country of South Carolina, and some of the young men of this State were pupils at Wrightsborough. John C. Calhoun and William H. Crawford, with others who became distinguished in after life, were prepared by him for college.

Mr. McDuffie came to Willington at the time when the academy had attained the height of its fame and its usefulness. The reputation of the principal as an experienced and successful teacher and vigorous disciplinarian attracted young men from all parts of South Carolina, and many from Georgia. The sober but vigorous discipline of the school was not its least commendation to parents and guardians of wild and wayward young men. The academy received generous patronage from Charleston and the planters of the low country. Students were here prepared, and well prepared, for the Junior class in colleges, and for the business and duties of the learned professions. Among those who received their preparatory education at this school and held high public station in after life in this State were James L. Petigru, Hugh S. Legaré, Patrick Noble, David Louis Wardlaw, and his younger brother, Francis A. Wardlaw. The standards of education were high and exacting, and many of the pupils acquired reputation for talents and scholarship which greatly contributed to their elevation in public affairs. Rhetoric had the importance due to it in the course of studies, and several of the students became well known for their gifts of oratory, which they displayed so conspicuously at the bar, in the Legislature, and in the halls of Congress.

For the first time Mr. McDuffie saw within his reach the opportunity of acquiring an education, which had been the dream of his boyhood and the passion of his life, and he concentrated upon his lessons the whole force and energy of his mighty intellect. Much of his time from childhood had been devoted to earning a livelihood, and now he gave it all, and gave it passionately to books. Here for the first time he opened a Latin grammar, and mastered it in ten days. Within a fortnight after he commenced Virgil, from Friday evening to Monday morning he prepared for recitation eleven hundred lines, a feat which absolutely astounded his teachers. In all of his lessons his progress was equally rapid and remarkable, and excited alike the admiration and wonder of teachers and scholars. He had been but a short time at the academy before his capacity as a student and his faculty to acquire, accompanied by such modesty and reserve, raised him above all competition and all criticism.

The young are always generous, but his superiority was so universally conceded and was so conspicuous as to leave him above all emulation. Upon no theatre in his mature years did he establish a fame more real and enduring than at this academy and among his fellow students. As a speaker in the debating society he displayed that brilliant argumenta-

tion and something of that burning eloquence which characterized his speeches at the bar and in the Federal House of Representatives.

Among his few intimates at Willington was Augustus B. Longstreet, of Georgia, a man of genius and promise, who afterward distinguished himself at the bar, in judicial office, in the pulpit, and in letters. Near the close of his life he was elected president of the South Carolina College. He was most extensively and favorably known as the author of those graphic and humorous delineations of character, the "Georgia Scenes." He and Mr. McDuffie composed that subject of debate which so perplexed and puzzled the members of the debating society, and constitutes one of the most amusing of the scenes, consisting of a jargon of words absolutely devoid of meaning, but seeming to present a subject for discussion. In his familiar intercourse Mr. McDuffie exhibited a rare sense of the ludicrous and a talent for ridicule, which was so felicitously displayed in his public speeches, and which identified him as the author of this remarkable subject for debate. This was the subject: "Whether at public elections should the votes of faction predominate by internal suggestions or the bias of jurisprudence." The character of the debate and the inevitable confusion of the speakers are too familiar for reproduction. In the sketch McDuffie is called "Mr. McDermott," and Judge Longstreet says of him: "He was a man of the highest order of intellect, who, though he has since been known throughout the Union as one of the ablest speakers of the country, seems to me to have added but little to his powers of debate since he passed his twenty-second year."

Extraordinary as were the argumentative powers of Mr. McDuffie at this period of his life, it would be quite a misconception to suppose that his great power in argument and his attainments as a scholar at Willington were the primary fruits of a precocious intellect. Like the great orators of Greece, his style of speaking in early life was eminently argumentative, deliberate, and logical, with but little of that fervid eloquence which gained to him at the bar, before popular assemblies, and in Congress, such magical sway over his audiences.

Mr. McDuffie left the academy at Willington in December, 1811, and in that month was admitted into the Junior class of the South Carolina College. The college was liberally endowed, and in seven years from its establishment, under the presidency of Dr. Maxcy, had become the pride of the State. Its first and most eminent president had acquired experience and reputation as head of two Northern colleges. He added to great learning the most amiable and attractive personal qualities. The standards of the college were all high, and the course of study comprehensive. The instruction was full and thorough. It was no longer necessary to send the young men of the State to the celebrated universities of England and of the Eastern States to be educated, as had been the custom of wealthy parents and guardians. The president himself was an accomplished elocutionist and orator, and the art of public speaking received special attention and consideration. This was nat-

usually a favorite branch in an institution whose pupils were destined for the learned professions or aspired to political distinction. Under the teaching and the instruction of the eloquent Maxcy some of the most distinguished orators of the South, or of any country, took their first and earliest training. South Carolina owes much to her college for the eminence of her statesmen and the refinement and culture of her citizens. That college sent out from its precincts to the pulpit, to the bar, to the bench, to legislative halls, by far the most of those who elevated their State to the eminence which she so justly and so incontestably holds among her sister States. To that college is due in great degree the excellent style of speaking at the bar of the upper country. The standards of oratory taught there were introduced by graduates, and were disseminated among what was then known as the backwoods of Carolina.

Warren R. Davis of Pendleton, Bayliss J. Earle of Greenville, John B. O'Neal of Newberry, and David Louis Wardlaw of Abbeville, were graduates, and ornaments of the bar, and would have adorned the bar in any country. William C. Preston was graduated from this college in 1812, George McDuffie in 1813, and Hugh S. Legaré in 1814. Nature is not used to bestow her richest gifts with a prodigal hand, and the annals of history, ancient or modern, have no record of three men so endowed with the divine gift of eloquence, in any age or country, appearing at the same time, and in the same locality, on the stage of life.

Mr. McDuffie applied himself with unremitting assiduity to his studies, combining with them a course of miscellaneous reading which left neither leisure nor inclination to take part in any of those rebellions against the government of the college which were of frequent occurrence, and some of which were serious.

The vacations were employed by him as a tutor in the families of country gentlemen, thus obtaining the means to complete his college course. The superiority which had been conceded to him at the academy was uncontested in the college. His proficiency and his exemplary conduct at once drew attention to him as one destined to distinction, and in 1813 he was graduated, not only with the first honors of his class, but with a reputation that might have satisfied the aspirations of genius and the hopes of toil. His graduation speech on the Permanence of the Union was so much admired by his fellow-students, in common with others who were present, that it was published at their request. That speech, thus appreciated, was evidence of uncommon merit, and like many other productions of his genius, has been lost in the oblivion of time.

Able and graceful as was his written composition, faultless as was his elocution, majestic as was his whole intellect, it was his eloquence that gave him his great superiority. I have heard, and heard often, the orators of the greatest repute in this country during the last half century. Many of them were greatly and justly distinguished for the

graces and elegances of rhetoric and elocution, some of them were eloquent. The speeches of Calhoun were philosophical and grand, the speeches of Webster were logical and massive and masterly, the speeches of Clay and Preston were polished and brilliant. But Greece had but one Demosthenes, Rome had but one Cicero, and America has had but one McDuffie.

THORNWELL ORPHANAGE, AT CLINTON.

The Thornwell Orphanage and the Holy Communion Church Institute are illustrations of the spirit born since the Civil War. The former was the result of earnest effort on the part of several benevolent Presbyterians, who showed their love of their denomination by naming the new institution after their greatest man, the late Rev. J. H. Thornwell. The Orphanage has accumulated about \$26,000 worth of property, a large part being donated by kind friends in the North. Of this, about \$10,000 is intended for an endowment fund; the real estate of the corporation has cost more than \$16,000, but is worth a much larger sum. In addition to this property, the Orphanage has received and expended for current expenses nearly \$50,000 since its beginning.

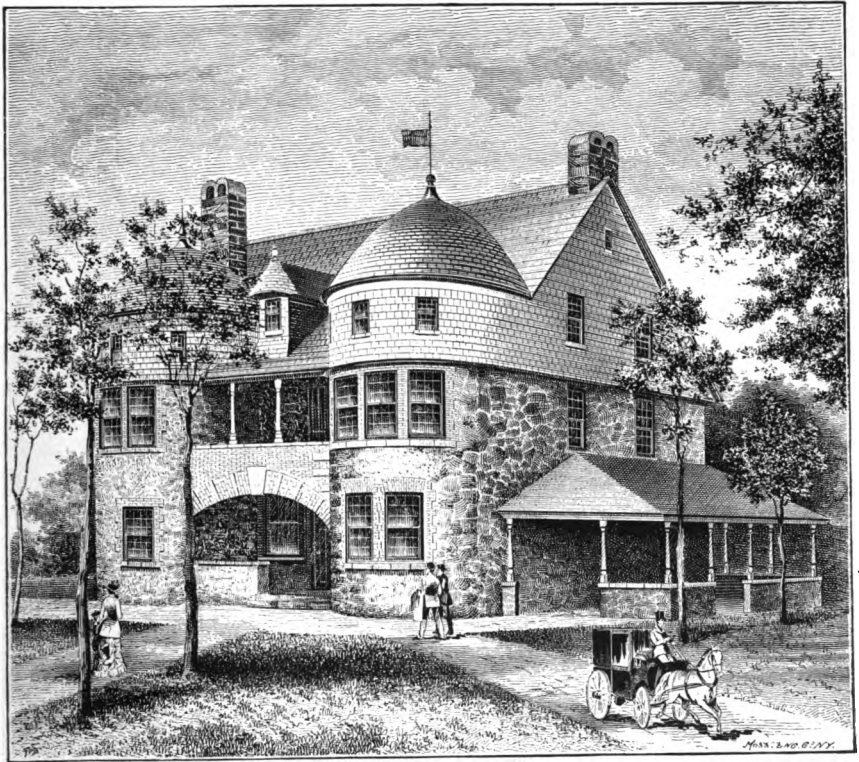
This enterprise has expanded in directions hardly foreseen by its founders. The increasing needs of the orphan pupils for educational advantages equal to those usually afforded children in respectable Presbyterian families, has made it necessary to attach a young ladies' seminary and a college for young men to the enlarged and always growing Orphanage.

Besides literary instruction, the boys are trained in manual labor and the girls in domestic duties.

HOLY COMMUNION CHURCH INSTITUTE.

This school was founded through the noble efforts of the Rev. Dr. Porter, of the Episcopal Church, in 1867, in memory of a bright, promising son who had died a short time previously. He designed to establish a classical school for the children of parents in straitened circumstances. His efforts to continue the school and educate the children thus confided to him furnish a rare example of Christian faith and perseverance. He visited city after city, preaching in the different pulpits, meeting with rebuffs and refusals, enduring insults, trudging till late at night through the snow and sleet of northern winters; but his convictions of the duty he had undertaken never weakened. His appeals met with a generous response, since up to 1883 about \$150,000, nearly half of the funds necessary for the undertaking, had been contributed by friends in the North and England.¹

¹ Prof. Charles F. Smith, of Vanderbilt University, speaks of "the founding and endowing * * * of the Holy Communion Institute, in Charleston," as one of the most encouraging signs of educational progress in the South.—*Atlantic Monthly*, Vol. 54, p. 557..



THORNWELL ORPHANAGE, CLINTON.

MANUAL LABOR SCHOOLS.

During the decade from 1830 to 1840 the whole country was greatly stirred by a new educational movement in favor of manual labor schools. In North Carolina, South Carolina, and Georgia, the experiment was made time and again. In 1834, at the Donaldson Academy in North Carolina, such a school was started under the auspices of the Fayetteville Presbytery. The enterprise was put "under the charge of the Rev. Dr. Simeon Colton, who was a man of extensive acquirements, great energy, and knew something about almost everything that ought to be taught in such a school. He had been in charge for a number of years of a similar school at Amherst in Massachusetts, and was said to have managed it with great success." The number of students rose to one hundred and fifty-five in a short time, yet this feature was dropped at the end of the second year. Dr. Colton seemed to think that "close habits of study and manual labor were incompatible." In 1838 Davidson College, in North Carolina, was established under the control of two presbyteries, and yet their wealth and numbers failed to hold this manual labor feature longer than three years; most of the students were sons of farmers, and many learned to work in the field before going to college. It was not, therefore, that they thought the work dishonorable, but that they felt it to be a loss of time to cut wood and hold the plow while at college. And this seemed to be the opinion of most of the students at these schools. The experiment was made at Wake Forest College, in North Carolina, with the same results.¹

In South Carolina the first manual labor school in the United States was founded on the bequest of Dr. John De La Howe, of Abbeville County, who in 1796 left the bulk of his property for the purpose of establishing an agricultural school. In the various reports on the free-school system of South Carolina, made by the different commissioners in 1839, one believed in the efficacy of "manual labor" schools as a solution of the problem. But the committee composed of Messrs. Thornwell and Elliott discarded this system as "egregious failures in almost every instance." The plan was also tried at Cokesbury by the Methodists, at Erskine by the Associate Reformed Presbyterians, at Furman University by the Baptists, and at Pendleton by "working citizens," and with the same result in all,—failure and complete abandonment of it.

¹ From a private letter from Chancellor W. D. Johnson, of South Carolina, who attended some of these schools.

CHAPTER III.

COLLEGIATE EDUCATION.

The first traces of collegiate education in South Carolina are found in the House Journals of 1723, where it is recorded that Rev. Thomas Morrit made proposals for establishing a college. For want of funds, chiefly, nothing came of it, but it is interesting to know that this is the first time that the word "college" appears in the history of the State.

There is no authentic record of any other attempt until 1769, when a bill was drawn (largely in John Rutledge's handwriting), providing for the establishment of a college, which was to be named the College of South Carolina. After providing for public schools, the bill makes provision for the following corps of instructors: A president, who shall be professor of divinity, moral philosophy, and of Greek and Hebrew, with a salary of £350 sterling per annum; a professor of civil and common law, and of the municipal laws of the province, with a salary of £200; a professor of physic, anatomy, botany, and chemistry, £200; a professor of mathematics, and of natural and experimental philosophy, £200; a professor of history, chronology, and the modern languages, £200; and it was also provided that the president should be a member of the Church of England.¹ It was probably due to the excitement of the coming conflict with the mother country that nothing came of this bill. But it was an advanced scheme for the times, and it was, in fact, on a broader plan than several of the colleges in the State to-day.

In 1785, as if to make amends for their delay, the Legislature passed an act for erecting and establishing three colleges, one at Charleston, one at Winnsborough, and the third at Ninety-Six. The one at Winnsborough was to be a "college for the education of youth in the learned and foreign languages, and in the liberal arts and sciences."² Besides the usual regulations, it was enacted that "no person shall be eligible as a trustee of the said colleges unless he shall profess the Christian Protestant religion." In 1795 an act was passed for incorporating a fourth college at Beaufort, and in 1797 a fifth college was incorporated in Pinckney District, as the "College of Alexandria."

Of three of these colleges, no traces remain; the one at Charleston is still in existence, while that at Winnsborough lives as an academy.

¹ La Borde, pp. 4, 5.

² Statutes of South Carolina, Vol. IV, p. 674.

Of the two latter, one gave diplomas for the first few years, while the institution in Charleston did not claim to be a college until after 1825. There were no means for collegiate instruction until the establishment of the South Carolina College in 1801, the history of which is given elsewhere.

INFLUENCE OF THE UNIVERSITY OF VIRGINIA.

The influence exercised by the University of Virginia on southern thought, life, and institutions, has never been fully recognized, and probably never can be, since it has become woven into the warp and woof of society. In South Carolina the influence is very clearly seen in the adoption of the independent school system, like that of this greatest southern school. Furman University, one of whose professors is a graduate of the University of Virginia, has maintained the system for many years. At one time two out of her five professors had received their diplomas at the University of Virginia. Two of the female colleges are also organized on this plan, as was the Southern Baptist Theological Seminary (now at Louisville, Ky.), whose very popular professor, and a leading preacher in the Southern Baptist Church, Dr. John A. Broadus, is a graduate of the University of Virginia. Wofford also adopted the system, and so did the State institution when merged into a university in 1865. One of her ablest professors, Charles Venable, was also from this great sister University. In one respect, perhaps, the Virginia school copied after that of South Carolina. The high sense of honor among the students at both places is proverbial throughout the South to-day, and this was doubtless firmly established at Columbia before Jefferson founded his institution. The whole tendency in these colleges is now towards the imitation of the spirit and life of this latter; the ambition of the students is to join some class there, and the professors strive to make their courses as advanced as that in the University of Virginia. Most of them also draw a distinction between the A. B. and A. M. degrees, making the requirements for the latter much higher than for the former.

RESULTS OF THE WAR.

Leaving out the loss of the endowments, one of the worst results of the Civil War was the lowering of the standard in the colleges. This was unavoidable, since the means of preparation for college were swept away with the destruction of the system of academies.

The endowments were all swept away. Wofford, Furman, Newberry, and Erskine, all lost the generous gifts of years. The attendance of students also fell off. The college at Columbia has suffered but little from reduction of students, although some of the others have hardly one-half their former number. Besides the loss of the college endowments, the funds of most of the charitable schools, received in colonial

times, were also swept away. The loss of libraries, as those of the Winyaw Indigo Society and Mount Zion, was also considerable. Buildings in some of the schools of the second class were also destroyed.

But one of the most disastrous effects was the destruction of public and private libraries. Many of the planters were men of taste and wealth, who had spent much time and money in making fine collections of costly volumes, rare manuscripts, and pamphlets illustrating local life and habits. On the approach of the invading army the owners were forced to flee and leave their valuable collections at the mercy of ignorant slaves. Books were destroyed and carried away, and bonfires were kindled with fine plates and old folios. There are instances related where, on the coast of South Carolina, libraries of six or eight thousand volumes were destroyed, only two or three hundred being saved from the general wreck.

THEOLOGICAL SEMINARIES.

Two denominations in South Carolina have had separate theological seminaries, and a third has attached such a department to its college proper. The Baptists for several years maintained at Greenville a seminary for training young men for the ministry, and the Presbyterians had a similar institution at Columbia. The Associate Reformed Presbyterians have supported a theological department in connection with Erskine College. The Baptist theological institution, which was the outgrowth of Furman University, was organized in 1858. The Baptist denomination offered \$100,000 on condition that it be located within the borders of South Carolina. It was established within the State, at Greenville, where it remained until 1876, when it was removed to Louisville, Ky. This is the seminary of the Southern Baptist Convention.

The seminary of the Southern Presbyterian Church is located at Columbia. It was in this school that the Rev. James Woodrow taught the system of evolution, for which he was tried for heresy. He was removed from the faculty, and the final appeal was made to the General Assembly of the Church for the decision of the case. This body met in Baltimore in the latter part of May, 1888, and finally decided against him by a large majority.

In addition to these theological seminaries there is the Benedict Institute at Columbia for training colored youths for the ministry of the Baptist Church. It is largely supported by northern donations.

A theological seminary was organized by the convention of the diocese of the Protestant Episcopal Church in 1857, with the Right Rev. Thomas F. Davis, the Rev. Thomas F. Davis, Jr., D.D., the Rev. Paul Trapier, and the Rev. Stuart Hancock, D.D., as professors. It was located at Camden, and the buildings were erected during the next year; the school went into successful operation, and was continued until 1865, when the main building and the greater part of the library

were destroyed by fire in February, during the occupancy of Camden by the Federal troops.

A noble-hearted layman, owning the grounds and buildings known as Saint John's College, in Spartanburg, presented them to the diocese for the seminary, and in October, 1866, the school was reopened at that place; but on account of the losses sustained during the War, in the destruction of church property and the failure of investments, it was found that the diocese was too poor to pay the professors and aid the students, and in October, 1868, the seminary was suspended. The diocese still owns the grounds and buildings, but the latter are falling into decay, and the trustees propose to sell if they can get a fair price.

CHAPTER IV.

EDUCATIONAL AND CHARITABLE INSTITUTIONS OF CHARLESTON.

THE COLLEGE OF CHARLESTON.

The beginnings of the College of Charleston may be traced to June, 1770. At this time a meeting was held to consider the propriety of "petitioning the Assembly for the establishment of a college in or near Charleston."¹ But owing to the excitement caused by the Revolution nothing was done toward its foundation until the close of the war, except donations and bequests by private citizens for a college to be established in the future. These gifts commenced in 1772 and continued up to the final establishment of the college, and amounted to £10,500, besides books. One man, John McKenzie, gave 1,200 volumes, and others that are not known gave many more. With the most of the donors—seven in all—it was a favorite notion to locate the institution in or near Charleston, but one or two of them rose superior to this local pride and stipulated for its location in the country or province.

With these beginnings, it was easier to induce the Legislature to grant the charter. In 1785 the charter was granted, not only for this college, but for two others at the same time, one at Cambridge and the other at Winnsborough. The one at Cambridge never went any further; that at Winnsborough, Mount Zion, is still maintained as a respectable training school. The funds which had been bequeathed for a college were thus divided among three institutions. The feeling between the "up-country" and the "low-country" is seen thus early in the history of the State, and continues to this day, though its sharpness has worn off. The act,² after reciting that "it is much desired by many well-disposed persons that a public seminary of learning for the education of youth should be established in or near Charleston," provided for the appointment of twenty-three trustees, including the Governor and Lieutenant-Governor. Under the act eight and seven-eighths acres, called "free-school" land, were given to the Charleston College, bounded by Boundary, Philip, Coming, and St. George Streets, in the central part of the city.

¹ Reminiscences of Charleston, by Charles Fraser, p. 91.

² Statutes, Vol. IV, p. 674.

If this land could have been saved for the college, it would have furnished a large income, but three-fourths of it was soon sold for debts incurred by bad management. For several years nothing further seems to have been done.

ORGANIZATION UNDER REV. ROBERT SMITH.

In 1791 a new charter was granted, since there were doubts as to the construction of the triple act, and because of the "many inconveniences in carrying into execution the act of 1785," as to the election of officers and meetings of the trustees.

The trustees commenced work by electing Rev. Robert Smith, afterwards bishop, principal of the college. He moved his flourishing school for boys into the "long, narrow, and low brick range which was originally erected and used for soldiers' barracks during the Revolution, and the college commenced operations." He managed the school until 1797, not teaching himself, but providing "able and efficient teachers." His Latin teacher, Mr. Coffee, was fond of mechanics, and "constructed a model of Caesar's bridge across the Rhine." Another assistant, Dr. Gallagher, "was a man of genius and of taste," and by "his talents and learning gave it the practical characteristics of a college." The boys read Livy in Latin, and Homer in Greek, went through six books of Euclid, studied surveying, navigation, something of geography, astronomy, natural philosophy, English, and declamation. A Latin prayer was read in the morning, and an English one in the evening. It furnished the highest grade of instruction in the State so far as is known. But it was no more than a respectable grammar school, although dignified with the name of college. Even the principal sent his sons to the North for their education.

During the term of Dr. Smith the degree of A. B. was conferred on six graduates, one of whom, Nathaniel Bowen, afterwards became bishop of the diocese. So elementary was the work required for this degree, that one of the graduates said that "the whole thing was absurd." The oldest of them was only eighteen, and the highest authors read were Homer and Livy. Joseph Alston, who afterwards married Theodosia Burr, and became Governor of South Carolina, was a student there, as were also Thomas Bennett, William Lowndes, Judge John S. Richardson, and Joseph Duncan.

Under Dr. Smith's management the institution became burdened with debt, and the most of the land was sold. After his resignation in 1797, even this grammar school was lost, since no school was maintained there for any length of time until the revival of the institution in 1823 or 1824. Yet it must not be supposed that the young were cut off from educational facilities; for a large number were taught at private schools, while a great many went to the South Carolina College, some to the North, a few to Europe.

VARIOUS TEACHERS TO 1824.

Thomas Bee, a man of fine literary reputation, from Oxford, England, undertook to supervise the school, after the resignation of Dr. Smith, until he could get over some one from Eton capable of managing "a grammar school." Afterward Rev. George Buist, pastor of the First Presbyterian Church in Charleston, was elected in 1805, and moved his large school there.

There were two courses of study, one in science and literature, the other in English and modern languages. The studies were no more advanced than under Dr. Smith, and no class rose higher than Sophomore. Among the studies political economy was mentioned, but it is impossible to know the character of the instruction given in it. After Rev. Mr. Buist, as far as can be learned, Rev. Mr. Malcolmsen, Dr. Rattoon, Mr. Mitchell King, Mr. Abiel Bolles, Mr. Wood Furman, and Mr. Anderson, in turn, had the management of the school.

After 1811 the college classes were altogether discontinued, private schools only being kept there. Of these, probably the best was that of Mr. Hurlbut, whose two sons have become prominent. William Henry Hurlbut was a very quick, bright boy, and became a leading journalist and editor of the New York World. His brother, Stephen Augustus Hurlbut, was somewhat slower in apprehension. He left the city on the advice of Mr. Petigru in 1845 for Illinois, entered politics, rose to the rank of major-general in the Civil War, was elected to Congress, and was sent as minister to the United States of Colombia and Peru, where he died in 1882. He was with Sherman's army in its march through the State in 1865.

REV. JASPER ADAMS.

Bishop Bowen tried to revive the college in 1824, but not much was done towards its revival until the coming of Rev. Jasper Adams, the professor of mathematics and natural philosophy at Brown University. In their letter the trustees stated that "there was a college in Charleston; its endowment, however, was small; and by bad management has been reduced to nothing." The offer of two thousand five hundred dollars a year and the benefit of a warmer climate induced him to accept. On his arrival several ambitious young physicians wished to found a medical school in connection with the college, but the conservatism of the trustees declined the offer. A few years afterwards it was founded on an independent basis, became the Medical College of Charleston, and the College of Charleston lost the opportunity of having a medical department annexed to it.

Mr. Adams was very ambitious to enlarge the course, but he found the trustees and citizens bitterly opposed to the measure. It was impracticable and antagonistic to the interests of the South Carolina College. Several of the most influential trustees resigned afterwards, when

they saw the plan would be adopted. Even one of the professors opposed it as unpropitious. "The college was without funds, without suitable buildings, without reputation, and without prospects." Its reputation was wide enough, but it was questionable. One of the citizens wrote that, "from former associations, the neighbors shuddered at having it recommenced." But Adams was invincible. At last the trustees graciously allowed him to do the work on his own responsibility. A new building had to be erected. The trustees met this with the statement: "All the great schools in England, such as Eton and Westminster, were kept in old abbeys, which were not as good as the college buildings—in truth, they were good enough."

At last the professors had to take the pecuniary responsibility on themselves. Adams worked like a galley slave; heard four or five recitations daily, managed the general affairs, and canvassed for subscriptions. The money was promised, but still the trustees grumbled. They were confident that the subscriptions would not be paid, but when met with the assertion that the subscribers were honorable citizens and would meet their obligations, they yielded. By this time Adams was so wearied with the struggle that he resigned and went to Geneva, N. Y. The trustees now saw what they had lost by their opposition, and took steps the next year to recall him. But Adams was now master, and he let them know on what terms he would return. His terms were practically accepted, and the trustees offered a salary of two thousand five hundred dollars, expenses of removal of his family, and laid the corner-stone of the new building which cost \$25,000.

ORGANIZATION OF THE COLLEGE.

Adams returned and opened the school in April, 1827, with a professor of Greek, of Latin, of mathematics and natural philosophy, four tutors, and an assistant in French. The management of the college was a marvel of business success, and it was maintained almost exclusively by tuition fees, which averaged for ten years eleven thousand dollars, and at one time amounted to a surplus of five thousand dollars.

In 1828 the college was re-organized into three departments, English, classical, and scientific. There had been great dissatisfaction at the slight attention paid to the study of English, and it was demanded that this should be remedied, as had been done in some of the Northern colleges. Of the college course now provided, a writer in a Boston magazine said: "The regular course of studies, it will be perceived, is as extensive as that pursued at any of our colleges."¹

COURSE OF STUDY.

The English department was mainly preparatory, embracing the ordinary English branches, elements of mathematics, themes, and decla-

¹American Journal of Education, Vol. III, p. 553 (1828).

mation. The classical course covered the usual authors, Cæsar, Virgil, Sallust, Cicero (select orations and two philosophical writings), Horace, Livy (five books), Juvenal, Persius, Tacitus, Jacob's Greek Reader, Græca Majora (first volume, and to the end of Medea in second), and four gospels in Greek. The scientific students studied calculus, navigation, surveying, construction of mathematical instruments, and physics. Other studies required of all were the following: logic (Hedge, and Watts's Improvement of the Mind), Porter's Analysis, Blair's Lectures, Paley's Moral and Political Philosophy, and Evidences of Christianity, Intellectual Philosophy, Vattel's Law of Nations, Butler's Analogy, Pitkin's History of the United States, and Constitutional Law in the United States, in Story's Abridgement. Scientific students were required to know French, in order that text-books in that language could be used. Political economy was required of all in the English and scientific departments. The degree of A. B. was given to those who went through the classical and scientific departments, while certificates only were given to the English students. Students were under the control of officers while they were on the college grounds, and they usually remained in college seven hours daily. The number of students rose from one hundred and nineteen to two hundred and twenty and remained about that number for several years.

ATTEMPT TO FORM A COLLEGE PROPER.

Another opportunity about this time was given for the college to become an important institution in the State. Under the presidency of Thomas Cooper, the South Carolina College had been almost ruined. The religious people of the State hesitated about sending their sons to it. Adams saw the chance for the Charleston College, and wished to cut off the preparatory department. In 1832 there were sixty students in the college proper, but many more in the other departments. Adams addressed a memorial to the trustees, urging that these two departments (English and scientific) be abolished. But the conservative trustees refused, and "by their refusal disappointed the students, the faculty, and the public," and from this time the college declined. The trustees themselves either sent their sons to the South Carolina College, by reason of the supposed political advantage to be gained by it, or to the North for better training. Thomas Y. Grimké at this time made his famous attack on the study of the classics, and the discussion that arose from it made another obstacle to the establishment of a college with a classical course only.

The South Carolina College was soon re-organized, and the last chance for supremacy of the Charleston College was gone forever, when Adams left in 1836.¹

¹ The chief authority for the college in 1836 is an article in the American Quarterly Register, Vol. XII, p. 164 (1839).

SUMMARY OF REV. J. ADAMS'S WORK.

His ability is shown in the results of his labors; he found the institution an inferior grammar school, and he left it with an advanced collegiate branch. The number of pupils had risen from one hundred and nineteen to two hundred and twenty, with an average yearly increase of income from tuition of six thousand dollars; twenty-five thousand dollars, the most of which had come from the increased amount from tuition fees, and the rest raised through subscriptions by his exertions, had been spent in buildings and other improvements. All the expenses of improvements and the salaries of the professors were paid from tuition fees, and yet at one time there was a surplus of five thousand dollars. The whole number of pupils during his thirteen years' presidency was nearly eight hundred, while the number of graduates was sixty-one. Fourteen of these entered the ministry, and one of them, Rev. Daniel Corbin, attained some prominence in his profession, leaving a volume of sermons behind him. He in common with many others was a benefactor at the college. The first degree was conferred in 1825 on Alexander Gadsden, and the next year on Bishop Wightman.

RE-ORGANIZATION UNDER CONTROL OF CITY COUNCIL.

Up to the War of Independence the aristocratic youth of Charleston had been educated in England, and had brought back with them a fondness for things English. This feeling was sufficiently strong in the early organization of the college, when a majority of the governing class were of English education, to model the course of study on the English system, with a preponderance of the classics and mathematics. The course in mathematics has been very advanced down to the present time. But along with this feeling was another, to make the institution a "home college," "for the benefit of those youths of the city and neighborhood whose parents were unable to send them away."¹ The Hon. W. D. Porter, in his alumni address in 1871, said: "We find it to have been the predominant and prevailing purpose of the trustees to foster a complete system of domestic education, and to this end, to establish on a permanent basis a *home college*." It was never intended at any period to be a rival of the South Carolina College, and the trustees have steadily kept this aim in view, as distinctly appears several times in the history of the college.

This adherence to the English system, and the feeling of local pride, combined to render the school peculiarly fitted for Charleston, and it was probably these two influences that induced the City Council to assume control of the college. Adams, having failed to move the trustees to establish a college proper, again returned to the North, and the school seemed likely to relapse to the old condition. At this juncture

¹ G. E. Manigault, curator of college museum.

the Council deemed the re-organization to be of "momentous consequences to the citizens of Charleston," and proposed to confer with the trustees for this purpose. The outcome of the conferences was that in 1837 the city assumed control of the college, being charged to meet the necessary expenses, while the trustees were to be elected by the council. Two years later it was provided that an annual appropriation of \$1,000 should be made for the college purposes, since, as the ordinance declared, "the College of Charleston is intimately connected with the intellectual improvement and moral welfare of the youth of our city, and deserves to be cherished with a wise and liberal patronage in order to extend the sphere of its usefulness." The institution has remained in the charge of the city to the present. The appropriations for the college have varied at different periods, in its early years being much more than now, since the interest from endowments at present almost meets the expenses.

One result of the control by the city has been the attention paid to modern languages. In 1867, by a special ordinance, the sum of two thousand dollars yearly was appropriated for a chair of modern languages and for no other purpose. Nothing was passed under this ordinance until 1877, when the trustees established the chair. In this way the modern languages have received equal recognition with the ancient. But in 1880 this special fund was stopped, as an instructor was engaged at half the amount before given. The annual appropriations for all purposes by the city have reached as high as five thousand dollars, but for the last several years only two thousand five hundred dollars.

INVESTED ENDOWMENTS.

The early gifts of books and money have already been referred to, but the later donations show the spirit and pride of the people in the institution.

The Hon. Elias Horry, in 1828, established an annuity on his personal bond of ten thousand dollars, yielding five hundred dollars yearly, for founding a professorship, and he paid this for thirty-five years, paying in all seventeen thousand five hundred dollars in interest alone.

In 1847 a popular subscription was undertaken to found a chair of history and belles-lettres. It was responded to with twenty-one thousand three hundred and forty-six dollars from one hundred and fifty subscribers, in sums ranging from five to two thousand dollars.

In 1856 the Hon. Ker Boyce gave thirty-three thousand dollars to endow eight scholarships for meritorious, needy young men. Both of these latter funds were preserved almost untouched through the War, and are now used for the original purposes.

But the greatest contribution, probably, ever made in the State to a public purpose, was that of Ephraim M. Baynard, to the college in 1865. He was a wealthy planter, and realized the need of educational facili-

ties, and he set aside one hundred and sixty-eight thousand two hundred dollars for the college. The interest from this is more than half of the current funds of the institution.

In addition to these, there were gifts from Governor Aiken, Charles Fraser, Mrs. Kohn, and many others. The library is very largely composed of books presented by Judge Mitchell King, Dr. Frampton, and others. It now has about 10,000 volumes; but owing to want of means, very few additions have been made in late years, except through donations. Some of the works are very rare and valuable.

Very little aid has been derived from tuition fees in late years, as they are only forty dollars per scholar, and the number of students is small. In 1885 the entire income of the college was thirteen thousand three hundred and twenty-seven dollars from an endowment of three hundred thousand dollars. Of this income only three hundred and forty dollars came from tuition. The salary of the full professors is two thousand dollars each, while the president's is two thousand five hundred dollars.

SKETCH OF ITS HISTORY SINCE 1837.

After the re-organization of the college Dr. William Brantly was elected president, and remained at the head of the institution till his death in 1845. During his last illness the office of president was temporarily held by Hon. Mitchell King. Afterward W. Peronneau Finley was elected and served till his resignation in 1857. N. R. Middleton then filled the place to 1880, when the present president, Dr. H. E. Shepherd, was inaugurated.

With Dr. Brantly there were associated four professors. The attendance was small, there having been in the first years only twenty or thirty students. There were still three departments and four classes. The grade of the work done may be inferred from the requirements for admission to the Freshman class; in Latin, the whole of Cæsar's Commentaries, Virgil, Cicero's Select Orations, and Sallust, and "an accurate and minute knowledge of the Latin grammar;" in Greek, Valpy's Grammar and Jacob's Reader. The course of the collegiate work has been quiet but progressive during the years since the re-organization, with an average attendance of not over seventy; even the excitement of the siege did not close the doors until 1865. It was the only college in the State that did not suspend exercises during the stormy years of the War.

There have been but few changes in the staff of professors since 1838, the whole number being only thirteen: L. R. Gibbes, William Hawksworth, William Hume, W. P. Miles, Rev. John Bachman, F. S. Holmes, Frederick A. Porcher, H. M. Bruns, J. W. Miles, John McCrady, F. W. Capers, A. Sachtleben, and S. Primer. All have been efficient for their respective duties, and some have become prominent in their departments. N. R. Middleton was a man of broad general culture. Tawis

R. Gibbes possesses fine scientific attainments, and his investigations have attracted very favorable notice in the scientific world. He is president of the Elliott Society of Science and Art, and is one of the most accomplished men of science in the Southern States. William Porcher Miles was also the president of South Carolina College for two years preceding Mr. McBryde, and resigned to accept important private trusts in Louisiana. Rev. John Bachman and Prof. Francis S. Holmes were of great assistance in collecting the specimens for the Museum. Professors Satchleben and Primer have done excellent work in their departments, and traces of their labors may be seen in the philological journals, and in their editions of the ancient and classical texts. To Professor Holmes belongs the honor of the first discovery and early development of the phosphate deposits of the State, which have added so much to the wealth of South Carolina in the last few years.

Frederick A. Porcher, who died in Charleston October 15, 1888, was a famous and most successful student and instructor in belles-lettres and history for nearly forty years; a writer of exquisite taste, a historian of unwearied labor in research and consummate skill in narrative, a master of all the arts of conversation, an enlightened legislator, and an accomplished gentleman in every relation of his long life; his death was an irreparable loss to the college and to the city with which so much of his labor and love were associated.

HENRY E. SHEPHERD, LL. D.

The gentleman who now fills the president's chair, Mr. Henry E. Shepherd, was born in North Carolina in 1845. He was educated at the University of Virginia, and has spent a large part of his life in Baltimore, where he occupied the office of superintendent of public instruction from 1875 to 1882. Becoming wearied with political interference in school matters, he resigned and accepted the presidency of the College of Charleston. His special field is the English language and literature, and his various publications are well known both in Europe and in America. He has been engaged to fill places at the great summer institutes in New England, and his papers before the new but important Modern Language Association have been heard with attention. At the last session in Philadelphia, he read a paper on Macaulay's style. His work in strengthening and improving the college has been very valuable.

SCHOLARSHIPS.

As has been seen above the Hon. Ker Boyce gave thirty-three thousand dollars for endowing eight scholarships. By judicious management this was increased to thirty five thousand dollars by the close of the War, and is now invested in four per cent. city bonds. Aid is

distributed to needy or meritorious students, under the direction and supervision of the descendant of the donor.

In addition to the above, it was provided by ordinance, May 6, 1839, that pupils from the Orphan House should be admitted to the college free of charge. The trustees have also recently offered free tuition to every pupil of the high school of Charleston who graduates from that school with a prescribed degree of scholarship, and free honorary scholarships are also provided for meritorious pupils from the public schools, and the Central and German Academies.¹

PROFESSOR AGASSIZ AND THE MUSEUM.

The museum of natural history is one of the finest features of the college, and is without doubt one of the best to be found south of Washington. Additional interest attaches to it from the fact that its origin is due to Professor Agassiz. Professor Agassiz's connection with it is well told by Dr. Manigault, the present curator of the Museum.

"Prof. Louis Agassiz came to America for the first time in the autumn of 1846, and soon after delivered in Boston his first course of Lowell Lectures. His first visit to Charleston, S. C., was in February, 1849, when he delivered his lectures on the glaciers of Switzerland, and the phenomena connected with their former greater extension. He had already formed the acquaintance and friendship of Prof. J. E. Holbrook, the author of a well-known work on the Herpetology of North America, who was engaged then on the study of the fishes of South Carolina, and was his guest while in Charleston.

"During his stay in that city he became acquainted with several of its leading citizens, and, through the exertions of Professor Holbrook, arrangements were made to have him deliver a course of lectures at the Medical College on comparative anatomy, between the months of November and March of each year.

"These were not commenced until the winter of 1851-52, when the course was completely delivered, and they were commenced again the following year at the appointed time. In December following, however, he was seized with a severe illness which lasted several weeks, and the recovery from which was so slow that he was prevented from resuming the lectures at the college. To make up, after regaining his strength, for his inability to comply with the terms of the agreement, he delivered, during the month of March and part of April, a course of lectures to the general public on various botanical subjects. The lectures were well attended and to a great extent by the ladies of the city, who seemed to take an interest in the subjects he explained.

"It was during those lectures that Professor Agassiz was seen to advantage, and his usual position on the raised platform of the hall was half facing the audience and half turned towards the blackboard, when,

¹ From W. D. Porter's address in 1885.

with a piece of chalk held in the right hand, he illustrated what he was lecturing upon. His appearance when thus occupied, making drawings of leaves and other parts of plants on the blackboard, was a novel one, and is remembered to this day. His proficiency in English, too, was a subject of astonishment.

"Professor Agassiz, while in South Carolina, visited several places along the coast at various distances from Charleston. His opportunities for observing the marine fauna of the region were new to him, and he availed himself of them to investigate both the vertebrate and invertebrate animals which came to his notice. On the authority of Prof. Francis S. Holmes, of Charleston, it may be mentioned that, previous to his stay in Charleston, he had doubted the existence of an ovoviviparous shark, and Professor Holmes was able to show him one which he had captured in the harbor, and which contained the living young in the body. He was surprised likewise at discovering that the devil-fish of that coast (*ceratoptera vampirus*), a gigantic species of ray, was altogether viviparous in the production of its young, a birth having occurred with a captured specimen while he was near by.

"He found himself in very congenial company in Charleston. He accepted many invitations to different kinds of entertainments, and, without evincing any inclination to dancing, participated largely in the pleasures of the young. His association with the highly refined and educated circles of the city made a favorable impression upon him, and he was disposed to make it his permanent residence during the winter, if sufficient pecuniary inducements could be offered him. The difficulties in the way were that, as a professor at the medical college, his lectures on comparative anatomy were outside of the curriculum of such an institution, and the students who intended to practise medicine had as much as they could do to attend to the lectures which belonged strictly to the course. It was found, therefore, that the interest in his lectures flagged, and the attendance diminished toward their close.

"There had been a decided interest taken in Charleston in the natural history of the two highest classes of vertebrates—mammals and birds, at one time when Audubon was preparing his great work on the birds of North America, and later, when the Rev. John Bachman, of Charleston, was his co-laborer in this work on the quadrupeds of America. At that time there existed in that city a philosophical society modelled after the one in Philadelphia, and among their collections were a large number of animals and birds, carefully mounted for exhibition, which were located in a small wooden building standing in the yard of the medical college, in that part of the lot now included in the area occupied by the Roper Hospital.

"In 1852 the little museum was in an almost abandoned condition, and there was no one strictly in charge. It was going to ruin rapidly. Agassiz's attention was directed to it, and he examined the contents with interest. It so happened that during that year the two

wings to the College of Charleston were completed, and no decision had been arrived at as to the purpose to which the upper floor of the entire building should be devoted. It was therefore suggested that it should be utilized for the purpose of founding a museum of natural history.

"The trustees of the college and the city government were consulted, and the former agreed to the proposed destination, while the latter appropriated the funds necessary for the fitting up of the cases.

"The collection at the Medical College was then removed to the College of Charleston as a nucleus of a larger museum, a competent taxidermist was employed to overhaul the specimens, and at the end of March the museum was inaugurated with an address by Professor Agassiz in the chapel of the college.

"The first curator appointed was Prof. F. S. Holmes. His studies had been mainly in geology and paleontology under Mr. Tuomey, who at one time was the geologist of the State; a chair for instruction in those two branches was established, with the salary paid by an annual appropriation made by the City Council, and Mr. Holmes was also elected to that position.

"Professor Agassiz thus gave an impetus to the study of natural history in Charleston which was similar to what occurred in other cities which he visited, and he can justly be considered as having founded the museum in that city. It was thought at first that he would continue to visit Charleston every winter, and in that case his lectures would have been delivered at the college. But he concluded before leaving that a southern winter was not sufficiently invigorating for his robust constitution, and substantial offers having soon after been made to him to locate permanently in Cambridge, Mass., he fixed his abode there, and soon succeeded in starting the Museum of Comparative Zoölogy."

WORK OF THE COLLEGE.

The number of its graduates is three hundred and sixty-eight up to 1885. This is due to the fact that its patronage is nearly all from the low country. Of its graduates to 1870, forty-two were lawyers, thirty-two physicians, thirty-two merchants, and twenty-three clergymen, besides many teachers. In the list will be found the names of those who have led public opinion in the city for many years. Among those who have attained distinction in professional and political life may be mentioned Joseph Aleston, Thomas Bennett, Daniel Elliott Huger, Rev. Dr. Palmer, John S. Richardson, Dr. Joseph Johnson, Joseph Duncan, William D. Porter, Dr. John Dickson Bruns, Paul Hamilton Hayne, John Hamkel, and Henry D. Lesesne.

One of the most widely known of its graduates is J. D. B. De Bow, who attracted notice at college, with his keen, black, sparkling eyes—"ready for any discussion or intellectual tilt, one of the great thinkers

and actors of the South." He carried off first honors in 1843, having gone through the course in three years. In the great conflict since the adoption of the Constitution between the North and South, the southern orators had always held their own; but there was a great and crying need of a southern writer, a vigorous controversialist, who could cope with the writers of the North. De Bow came nearer supplying this need in the *Commercial*, and afterward in his own *Review*, from 1844 to 1860, than any other man. His periodical was filled with vigorous polemical articles on the history and statistics of the two sections. He could treat grave constitutional questions and questions of national issue in an able, dignified manner, and always present the southern side of the matter in the strongest light. He was appointed chief of the United States Census in 1850. His *Review* was the highest class publication of the South, and to-day there is hardly any better source for learning the feelings, habits, and life of the Old South. At the conclusion of the War he moved from New Orleans to New York, and recommenced the publication of his magazine; his death caused it to be discontinued after he had carried it through two or three volumes.

Of its literary men, the best known is Paul Hamilton Hayne, class of 1850, a member of the famous Hayne family of the Revolution, and a relative of the renowned antagonist of Daniel Webster. After 1865 he lived quietly in a retired village in Georgia, until he peacefully passed away in 1886.

William H. Trescot was the salutatorian of the class of 1841. He was Assistant Secretary of State during Buchanan's term, and has held important foreign appointments since then. He is now one of the best authorities on international law and diplomacy in the United States.

Many others attended its classes without graduating, among whom may be mentioned the scholarly Hugh S. Legaré, and the talented William Lowndes.

PRESENT CONDITION OF THE COLLEGE.

The disastrous earthquake of 1886 interrupted the smooth flow of duties in the college, as well as elsewhere in the city. But the damages have been repaired and the work now goes forward as usual. Some extracts from a recent letter of the president will give an idea of the present circumstances:

"As you probably have sufficient material for the brief historical outline which your space permits, I shall endeavor to add a few details respecting the scholastic, or academic, phases of the institution. * * * The College of Charleston is the oldest institution in the State devoted to the advancement of higher education, having celebrated its one-hundredth anniversary in 1885. In mere numerical strength it has never ranked among the leading institutions of the South, its highest attendance not having exceeded seventy in the collegiate depart-

ment. The preparatory, or grammar, school was dispensed with about fifty years ago. The college has educated a very large proportion of the most eminent citizens of Charleston; indeed, many who have achieved fame in other sections of our country and in every sphere of professional life. It maintains almost unmodified the *strict collegiate curriculum*—languages, ancient and modern, mathematics, and the sciences. The elective system, which in its extreme form has been engrafted upon so many of our colleges and nominal universities, has not been adopted, nor is there any movement in that direction. * * * The faculty have done much excellent work in science and literature, probably more than has been accomplished in any southern college or institution, except the University of Virginia."

The entrance examinations require, in Greek, two books of the *Anabasis*; in Latin, four orations of Cicero and two books of the *Æneid*; some knowledge of ancient and modern geography, the history of the United States, French, and German. The course covers four years, with no electives allowed. The work in English is hardly surpassed by that of any college in the country.

SOUTH CAROLINA MILITARY ACADEMY.

The South Carolina College had been organized chiefly on the classical basis, and most of the other schools in the State followed the same course very rigidly. Electives were unknown in those colleges. There was a feeling that the course in those institutions was too narrow and unpractical; that there was need of some other training than for the bar, the pulpit, and public life. It was the first indefinite longing for what the State still partly needs—technical industrial training. The aim was to avoid the classics altogether, but not to be so entirely technical as West Point, while still taking that institution as a model.

The people felt it best to maintain a nucleus of military organization "for the State's physical protection, in case of a possible insurrection," and for this purpose there were military establishments at Charleston and Columbia. The State kept military stores and munitions of war at both places, and appropriated \$24,000 annually to maintain a company of soldiers at each of them. But Gov. J. P. Richardson in 1841 suggested that the property of the State could be guarded as well by boys as by soldiers, and that they could at the same time be trained into capable, worthy citizens. In accordance with this suggestion, Colonel Phillips introduced a bill to convert the Arsenal at Columbia and the Citadel at Charleston into schools, but his plan provided for a course of education but little removed from the free school. In consequence it failed. But the Governor on his own authority placed a number of deserving young men under the officers for training and instruction.

During the summer of 1842, the Governor broached his plan of a school to General James Jones; but it was not sufficiently broad and

elevated to suit the latter, since it would make "neither soldiers nor scholars," and he wrote to J. H. Hammond, who was a candidate for Governor, to oppose the measure. By the time of meeting of the Legislature in the fall Richardson's ideas had enlarged, and he strongly urged the founding of the schools on such liberal basis as suited General Jones. General D. F. Jamison introduced a bill for this purpose, and it was passed December 20, 1842. The act was very broad in its provisions, and left almost the entire scope and plan of the schools to the discretion of the board of visitors. This board consisted of five members, appointed by the Governor, with the Adjutant and Inspector-General members *ex officio*. Two years after the Governor became a member *ex officio*, making the board of seven members as at present. The first members appointed were James Jones, D. F. Jamison, W. J. Hanna, Daniel Wallace, and J. H. Means.

At first the two schools were independent of each other; but on failure of attempts to consolidate them in 1845, the Arsenal was made auxiliary to the Citadel and the first class was instructed there. The course of study covered four years, and was intended to be mainly mathematical and scientific, with one modern language. Their model was West Point, and it has been claimed that the course in mathematics is even broader than at that school. The entrance examinations were probably not so advanced or so searching, although covering the same subjects. Several of the staff in the first years were graduates of that institution. The board aimed not to do too much, but to do thoroughly what was attempted; to teach the boys not "what to think," but "how to think."

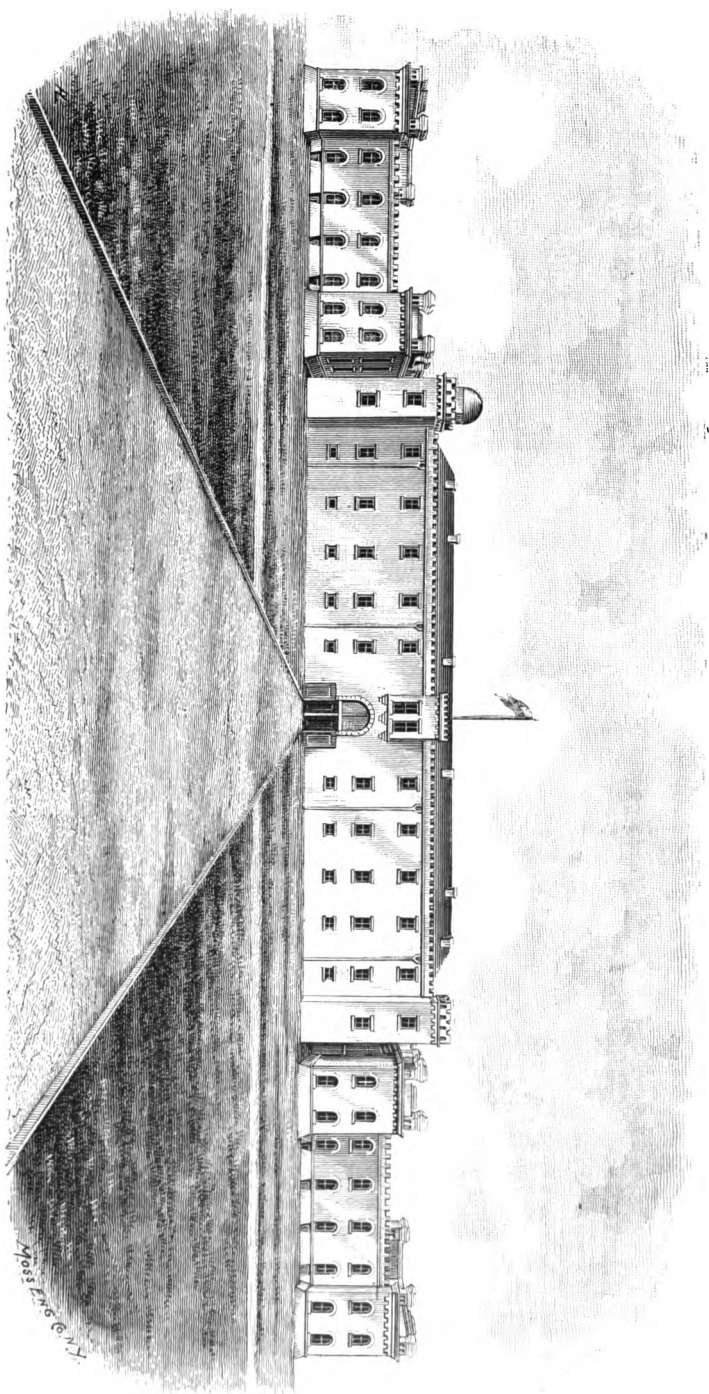
A strict and rigid discipline was necessary in order to train the fiery youth who were more accustomed to command than to obey. Military habits of regularity and self-dependence were needed for boys who never brushed their shoes or saddled a horse. "Wise men saw the deficiencies of the youth of South Carolina in the matter referred to, and recognized the demand for a school that would apply the remedy for the existing evil. Such a remedy the military schools offered."¹

"Parents in South Carolina hailed the establishment of her military academies, and so rapidly have they grown in public favor that the buildings were doubled in capacity within seven years after their founding."² In the thirteenth year after the founding of the Academy twenty-eight pay applications had to be rejected for want of room, and the board recommended a third enlargement of the building at the Arsenal to accommodate these increasing applications.

In the organization of the school the merit system was recognized, and indigent boys had an opportunity, the first offered by the State on any scale, of getting an education free. The South Carolina College provided ample facilities for the rich boy, but practically no aid was extended to his poorer neighbor. Fifty-four indigent boys were educated

¹ Sketch of the Academy by Col. J. P. Thomas.

² General Ellison Capers's address in 1886 at the Citadel in Charleston.



CITADEL ACADEMY, CHARLESTON.

free of expense at the Academy. They are now chosen by competitive examination, a certain number from each district according to its population, and hold the place until graduation, unless they fail to reach a certain grade of standing. These beneficiaries are further required to teach for two years in the public schools after graduation. Pay cadets were also admitted, subject to the same regulations as the others.

In another respect the institution has followed West Point—in providing officers for the State. Up to the close of the school in 1864 about eighteen hundred had entered, and two hundred and forty had graduated. Of the graduates, nearly every one entered the army, and four, Hagood, Jenkins, Law, and Capers, became brigadier-generals. Jenkins fell at the Wilderness. Of the others, “a number served as colonels, lieutenant-colonels, majors, captains, and lieutenants; some were surgeons, some chaplains, two served in the U. S. Navy, while the remainder represented almost every grade of the service.” Of the graduates, nearly twenty per cent. died in service.

The school continued its work even during the bombardment of Charleston, until December, 1864, when it seemed necessary to order the cadets into active service. The first military work of the Academy officials had been in drilling the Palmetto regiment. But in 1864 the corps was sent to the coast to repel some raiding parties. “Their conduct was such as to excite the commendation of the veteran troops by whose side they fought, and to call forth the approval of the commanding general as well as the colonel commanding the expedition.”¹ They were ordered to James’ Island, where they remained until the evacuation of Charleston, in February, 1865. They then marched into North Carolina, and afterward returned to Upper South Carolina at the command of the Governor, and were finally disbanded May 9, 1865, “being at that time the only body in arms in the State, and perhaps in the South this side of the Mississippi River.” During the time of service in the field, four died from exposure and hardship, and several were severely wounded, and others slightly. There were in the battalion two hundred and sixty-five cadets at the time of the surrender.

The studies of the Academies ended in December, 1864, and the schools were formally closed in December, 1865. The Arsenal at Columbia was demolished, and the grounds finally sold under the Sinking Fund Commission. The United States troops took possession of the grounds and buildings of the Citadel Academy at Charleston and held them until 1882, when they were voluntarily abandoned and the State again assumed control. The personal property of the Citadel Academy had been removed to Columbia and had been lost in the destruction of that city.

The Legislature passed an act for the re-opening of the school, and this was done in 1882. There is only one branch now, that at Charleston. A statement of its recent development is given below.

¹ Thomas's Sketch, p. 59.

The school has trained men for successful careers in public life and in practical pursuits. Among the one hundred and seventy-five graduates up to 1860, there were teachers, physicians, lawyers, civil engineers, architects, agriculturists, merchants, book-keepers, clergymen, editors, city officials, and railroad men. Several of them have also been prominent in public life. B. M. Sims (class of 1856) was the first Secretary of State after the reconstruction. Johnson Hagood, standing first in his class (1847), was Comptroller-General and then Governor of the State, 1880-82. Hugh S. Thompson (1856) was a most efficient State Superintendent of Education for six years after 1876, and brought order out of chaos, afterward Governor two terms, late Assistant Secretary of the U. S. Treasury.¹ Asbury Coward (1854), State Superintendent of Education for four years, was also principal of King's Mountain Military School. Ellison Capers (1867), a distinguished officer in the Confederate army, now rector of one of the strongest Episcopal churches in the State (at Columbia), was elected bishop of one of the dioceses of Maryland. W. P. Dubose (1855) is now a professor in the University of the South. Dr. Peter Bryce (1857), Superintendent of the Insane Hospital of Alabama at Tuscaloosa, was appointed in 1860, and is still at the head of that institution, which ranks second to no similar institution in the Union in its equipment and management.

Among the more distinguished graduates of the Citadel Academy may also be mentioned Col. W. E. Stoney, Comptroller-General; Hon. T. G. Dargan, Member of Congress; Right Rev. P. F. Stevens; Col. C. C. Tew; Gen. Micah Jenkins; Gen. E. M. Law; Maj. U. S. Gadsden; Dr. F. L. Parker, M. D.; Col. John P. Thomas; Maj. J. B. White; Hon. Edward Croft; Prof. J. F. Lanneau; Col. S. B. Pickens; Gen. C. I. Walker; Gen. T. A. Huguenin; Col. J. J. Lucas; Amory Coffin, Jr.; Capt. J. B. Patrick; Capt. Paul Hamilton; Col. G. B. Lartigue; Col. John D. Wylie; Col. I. G. W. Steedman; Col. J. G. Pressley; and Prof. A. Doty.

A STATEMENT OF THE RECENT DEVELOPMENT OF THE SOUTH CAROLINA MILITARY ACADEMY.

[This statement was prepared for use in this connection by Maj. Saint James Cummings, professor of English Literature and History in the South Carolina Military Academy.]

From the early years of its history to the present time the officers of the Citadel Academy have worked zealously for its best development along the lines on which it was established. Its record shows no weakening in this determination. But never has there been a more pronounced improvement, both in its aims and its work, than during the last few years. This is attested in a general way by the hearty, even enthusiastic, appreciation of the public that sustains it. Formerly the institution had to content itself with the approval and interest of the

¹ Recently nominated democratic member of the Civil Service Commission.

people of South Carolina. It now claims the attention of patrons and admirers in a number of other States. But a more pointed proof of the new growth of the school lies in its character. It is a unique agent in the history of education. A child of West Point, it has improved on its birthright; and by the force of the circumstances under which it has grown up, it has learned a wise adaptation to the needs of the section that has enjoyed its labors.

Its field of action lies between that of the United States Military Academy and that of the various State universities. It does not intend to produce specialists, either as soldiers or as scholars. From a military discipline which is firm and vigorous, yet kindly, the student draws a training in the habits of mind and body that is desirable even for him who is to be a civilian. Accompanying this feature, certain modifications and extensions are made in the curriculum, which a purely military institution considers of less importance for its needs. These added features have in view the training of the student for the more practical and less technical duties of life. The careers of the graduates of the South Carolina Military Academy justify the wisdom of the plan of instruction in this respect. In all the work of the school a cleanness and thoroughness of performance is demanded. As soon as possible after his admission into the school, the close attention and ambitious execution of a growing apprentice is enjoined upon the cadet.

The curriculum embraces courses in moral and political science, mathematics and engineering, the physical sciences, history and English literature, modern languages, drawing and book-keeping, and military science and tactics.

As an instance of the recent development of the institution may be mentioned the establishment of two new chairs of instruction,—that of moral and political science, and that of English literature and history. Professors have also been elected for these chairs. Another new feature is the election of two assistant instructors for the departments of English literature and history, and chemistry and physics, respectively.

The course of instruction in modern languages has been increased so as to include at present both the French and German languages. The recent introduction of the German language and literature was made in appreciation of the value of a knowledge of this language for general scholarship.

The elevated moral tone of the Academy is most manifest; and it is noteworthy in view of the fact that the growth of the religious spirit of the corps of cadets is in keeping with the growth of the institution in other particulars. There is a quiet earnestness of manly and noble purpose, which is felt to be the mark of student life at this place. This is in very great part due to the happy influences which have been set to work by the present Superintendent; and it has already established a precedent of high-minded conduct from which it will be the ambition of the school never to retrograde.

Several years ago the State made claims for re-imbursement from the General Government for the use and occupation of the Citadel building, and for the value of the western wing, that was destroyed by fire during that occupation. Congress, having consolidated these two claims, voted to the State the sum of \$77,250, as representing what was justly due the State from the General Government on that account. The General Assembly, at its session of 1888, directed that this amount, less twenty thousand dollars, be applied to the rebuilding of the western wing of the Citadel building and the better equipment of the school. This twenty thousand dollars included five thousand reserved for payment of the cost of collection, as well as fifteen thousand dollars advanced by the State for the repairing and equipment of the Citadel buildings, and for the current expenses for the year following the reorganization of the Academy in 1882. This work of rebuilding is already in progress.

Special attention has been given in this Academy to the study of mathematics, pure and applied. From the early years of the school's history to the present, this course has been emphasized, and has grown in use till, as now taught, it is most thorough and solid. Exceptional praise is deserved for the thoroughness of the method of instruction, whereby the student realizes, on graduating, a capital of mathematical and engineering knowledge ready for use. The experience of the graduates is that in this field they are rich men, and men whose usefulness is put to account. Among the alumni of the Academy are many active civil engineers. The department is in charge of a professor whose repute as a practical engineer and author of standard and specially recognized text-books and treatises is a clear indication of his capability and zeal as a teacher.

A representative judgment of the methods and aims of the department of physical sciences may be made from the fact that among those who have assisted in the organization of this department of late years are graduates of the University of Virginia, the United States Naval Academy, Johns Hopkins University, and the German universities. The present incumbent of the chair is a graduate of the University of Virginia and Heidelberg University, pursued special studies at Göttingen, and has enjoyed peculiar advantages as an instructor in these branches at Johns Hopkins University.

With the projected improvement of the physical and chemical laboratories and the purchase of new apparatus, the departments of mathematics and engineering and physical sciences will receive a fresh impetus.

A blessing that will be felt throughout the school, irrespective of departments, is the proposed library, for the purchase of which the Board of Visitors have reserved a share of the gross amount just granted by Congress.

The latest touchstone of sympathy with advanced educational aims

is the attitude of an institution toward those studies included under the heading of English. The individual importance of the group of English studies has failed of proper recognition till late years in almost all institutions of learning. It is eminently fitting that a practical school, such as the South Carolina Military Academy, should be numbered with those which disseminate reforming influences in this matter, and witness to the worth of an English education, sound in method and substance. The Board of Visitors have shown their spirit in this direction not only by the establishment of a separate chair of English studies, but also by electing to that chair a gentleman who received special training for this work at Johns Hopkins University. And, furthermore, they have manifested a special desire that this department be made prominent in the scheme of studies. It is gratifying to note this abiding interest in the humanities in a city that has sent forth so many famous masters of thought.

The following is the present Board of Visitors:

General Johnson Hagood, *Chairman.*

Rev. S. B. Jones, D. D.

Col. Edward Croft.

Col. H. A. Gaillard.

Maj. C. S. Gadsden.

The Governor of the State (*ex officio*).

The Adjutant and Inspector-General of the State (*ex officio*).

The present Academic Board is constituted as follows:

General George D. Johnston, *Superintendent, and Professor of Moral and Political Science.*

Maj. William Cain, *Professor of Mathematics and Engineering.*

1st Lieut. C. H. Cabaniss, Jr., 18th Infantry, U. S. A., *Professor of Military Science and Tactics.*

Maj. St. James Cummings, *Professor of English Literature and History.*

Maj. Charles L. Reese, *Professor of Chemistry and Physics.*

Capt. P. P. Mazýek, *Assistant Professor, in charge of Modern Languages.*

2d Lieut. O. J. Bond, *Assistant Professor of Mathematics, and in charge of Drawing and Book-keeping.*

2d Lieut. J. P. Kinard, *Assistant Professor of English Literature and History.*

2d Lieut. J. T. Coleman, *Assistant Professor of Chemistry and Physics.*

Upheld by the people, extending its clientage from this to neighboring States, enlarging both the scope of its studies and the number of its teachers, this school of proud traditions gives to-day an earnest for the larger hopes that are now resting upon it.

THE PUBLIC SCHOOLS OF CHARLESTON.¹

The public schools of Charleston are the Bennett, Crafts, Memminger, Meeting Street, Mary's Street, Shaw, and Courtenay Schools, several of which have been named after distinguished citizens who have taken an active and generous interest in the system. This is notably the case with those named after Gov. John S. Bennett, Hon. William Crafts, Hon. C. G. Memminger, and Hon. William A. Courtenay.

In token of their high appreciation of the services of Mr. Memminger, a marble bust by the eminent Virginia sculptor, E. V. Valentine, which was executed by authority of the General Assembly of the State, very handsomely mounted on a base of elaborate workmanship, has been erected in the Council Chamber opposite the panel on the west of the mayor's desk occupied by the bust of Mr. Petigru. There, in the recognized public hall of the city, where they can be seen by coming generations, in the same apartment with the historic portraits of Washington, Monroe, Jackson, Calhoun, Moultrie, Marion, and others, are displayed the marble busts of Fulton, Hayne, Petigru, Courtenay, and Memminger.

The ceremony of unveiling this bust took place in the Council Chamber on the 29th of February, 1888. The Hon. Charles Simonton, judge of the United States court and chairman of the Board of School Commissioners, presided, and in felicitous language placed the memorial in the keeping of the city authorities.

The following is the inscription on the pedestal:

Christopher Gustavus Memminger, founder of the present public school system in Charleston. The City Board of School Commissioners, with the approval of the Legislature of South Carolina, erect this memorial in grateful appreciation of his services for thirty-three years.

"Heaven doth with us as we with torches do,
Not light them for themselves; for if our virtues
Did not go forth of us, 't were all alike
As if we had them not."

1887.

No city in the Union at the present time has a better system of schools than the city of Charleston. In separate schools for each race, facilities are afforded for educating the children in the ordinary branches of a common school education.

THE PRESENT CONDITION OF THE PUBLIC SCHOOLS.

The five teachers of 1811 had grown to ninety-one in 1837, the five thousand one hundred dollars of school funds to sixty-two thousand dollars; but the increase in population, and the necessity of providing for the large number of colored children, under the changed relations

¹ The material for the concluding portions of this chapter has been taken, in the main, from recent issues of the Charleston Year-Book, published under the administration of Hon. William A. Courtenay, mayor.

of that class, have brought about a condition of affairs which is pressing at all points for solution.

The facts of this problem, which must be looked full in the face, are as follows: Before the recent Civil War all the school-houses of the city were under the charge of the school board, including the Friend Street School, now burned, and were occupied by white children. Since the War the Morris Street School, which is the largest and best, has been given to the colored children. The Shaw Memorial School has been similarly occupied, and the Friend Street school-house was destroyed in the fire of 1861. The result is, that while facilities for the colored children have been largely provided, those for white children have been diminished one-half. The number of children (whites) in the public schools in 1860 was about four thousand; the number of children, white and colored, in the public schools in 1887 was 4,192, the whites numbering 2,065 and the colored 2,127.¹ The present school room is overcrowded with this number. The population in 1887 was larger than in 1860, the whites and blacks being nearly equal. It will be seen, therefore, that by the addition of colored children the number of children has been doubled. The number of white and colored in attendance in 1887 is about the same as the whites alone in 1860, or, in other words, on the basis of the average percentage of school attendance reached in 1860, about one-half of the white children and one-half of the colored children of the city are to-day without the means of public instruction. The statement of these facts reveals the educational situation in that city, a perilous situation to the community, more or less common to the whole State and to the South.

To meet this emergency and to sustain the present school system, Charleston is doing more than she ever did before, and more in comparison than any other city in the Union.

The facts are these: The assessed values of the city of Charleston in 1860 were forty-five millions, and in 1886, twenty-one millions, a reduction of more than one-half of taxable values, in the face of the obligation to educate more than double the number of children.

This heavy load has been assumed up to the highest pitch of taxation, however, as the facts show. The taxation of the city of Charleston in 1886 for public schools was three and one-half mills, amounting to about sixty-one thousand dollars a year, and this is exclusive of annual appropriations to the high school of Charleston, and to the Charleston College. How much above a maximum this taxation is, and what a burden it is, is evident by comparison. For instance, compare this taxation with that of the city of Boston, whose schools are models, and whose people have a world-wide reputation of giving liberally for edu-

¹ Besides the attendance at the public schools, the number of pupils attending other schools in the city is as follows: The Porter Academy, 148; the Roman Catholic schools, 600; the Wallingford Academy, colored, 667; the Everet Normal Institute, 177; and the High School of Charleston, 163.

cational institutions, and we find that the city of Boston gave a total of two and one-half mills in 1880 for a complete school establishment of seven high schools, two Latin schools, one normal school, forty-nine grammar schools, and four hundred and eight primary schools. The city of Charleston gives in proportion nearly half as much again as Boston for her primary schools alone, and makes in addition annual appropriations to the high school and to the Charleston College. It must be remembered, also, that this is done under a very heavy debt to the State, the interest of which requires ten mills of actual taxation.

Again, beside the State tax, the total tax of Charleston is two and one-fourth per cent., while in Boston it is only one and one-fourth per cent.

When it is remembered through what vicissitudes of fortune and trouble this city has passed since 1865, it will be at once seen that it is doing its full duty in respect to the education of its children.

It appears, too, that with this taxation at its highest pitch for public schools, a greater burden than any other city bears, the city of Charleston can not grapple with this educational question, that she can not educate her children, that she only educates one-half of them in the public schools. There is no school—there are no teachers—for nearly one-half that now go untaught. This statement, when made for the city of Charleston, is also made for other communities of the State, and the whole South.

The city of Charleston, with the South, faces this question with a full responsibility to speak and act. It is fraught with the gravest issues. This is a question for all southern communities, who were left utterly bankrupt, with a whole race made citizens who had to be educated up to the knowledge and responsibilities of citizenship, who to-day have made very little progress, comparatively, in knowledge, and who pay hardly three per cent. of the taxes.

A statement of these propositions, it seems, is all that is necessary to show that the South needs the help of the National Government to educate this generation; help of the same kind, and help on the same principle, as that which now supports the State agricultural colleges, which could not now be carried on without the revenue from public lands given by Congress to the States for this purpose.

The Fathers of the Republic realized that the only hope of the permanency of free institutions rested on the virtue and intelligence of those clothed with the elective franchise. Their words are admonitions of wider meaning to-day, when we behold the tide of immigration bringing to our shores the population of Europe, and especially when, within little more than a decade, five millions of people of African descent have been emancipated. The relation of this population to the people and Government of the United States has its obligations and duties. Historically considered, it is an unquestionable fact that they were introduced into what is now the territory of the United States as

slaves, and slavery continued by authority of the British Government one hundred years before the Declaration of Independence. Nor was it done with the sanction of the colonial Legislatures, some, if not all of which, earnestly remonstrated.

When our fathers undertook to form the Constitution of the United States, they left slavery as they found it. At the close of the Revolutionary War slavery existed in all of the colonies, but under legislation it was confined to the Southern States, and, by amendment to the Constitution, finally ceased to exist anywhere within the jurisdiction of the Government; and five millions of people, suddenly, without preparation, were raised from slavery to the high position of citizenship in a great republic with all its rights and responsibilities. The Rev. Barnas Sears, D. D., agent of the Peabody Fund, himself a New Englander, whose duties for twelve years carried him into all portions of the Southern States, and into personal contact with all classes of the colored race, states in his last report, "that the larger portion of them are confessedly unqualified for a judicious exercise of the suffrage." No unprejudiced or well-informed man can question the truth of this statement. This large class of more than half a million of uneducated voters are not merely citizens and voters in the States in which they reside, but they are also citizens of the United States. The power they wield and the influence they exert are not merely local, but they are coextensive with the Union. Their votes may decide questions of peace or war, they may control presidential elections, and give shape to the politics of the nation. They themselves are eligible to office, and legally competent to sit as judges and jurors in cases of life, liberty, and property. The evils likely to ensue from intrusting political power to ignorant and incompetent hands, needs at this day no further exposition. In the words of Madison: "A popular government without popular education, or the means of acquiring it, is but a prologue to a farce or a tragedy, or perhaps both."

The best security to guard against the evils that threaten us is in affording to ignorant voters such a degree of education as will qualify them for the duties of citizenship. Popular education is a duty which, as a general rule, belongs to the Government and the people of the respective States. It is a matter of local and domestic policy, which can be properly and effectually managed by the local governments. But the colored race constitute an exceptional class of our population. They had no opportunity of obtaining education and acquiring property. They are not responsible for their ignorance; they have had no teachers, and their parents were as ignorant as themselves. Justice to them requires that they should be given that education which alone can make them responsible citizens in their duties to others, and in protecting themselves and their own rights.

Again, so large an element of ignorance infused into our body politic must be a source of weakness to our system of government. The neces-

sity of education, the peril of delay, the magnitude of the danger, are all evident. The Southern States have not been insensible to the mischief of so large a class of ignorant voters, and they have manifested the most praiseworthy disposition to aid, as far as their means would allow, in their education. In most, if not all of them, systems of free schools have been established, in which the white and colored children receive the same advantages; but in their impoverished condition they are unable adequately to meet the emergency. It may be asked if Congress has not the constitutional power to help the education of the South in this emergency, if it has not the power to contribute to the education of the citizens of the States.

This question is not a new one. The laws of the United States present innumerable precedents in which Congress has exercised power to contribute toward the general education of citizens of new States. This aid has been extended by granting public lands for the purpose. The public domain of the United States is made up of the vast North-Western Territory ceded by the States to the General Government in 1783 for the use and benefit of all the States, lands acquired by the purchase of Louisiana in 1803, the purchase of Florida in 1819, the acquisitions from Mexico, the territory obtained by treaty with Indian tribes, and by the purchase of Alaska.

In May, 1785, the Continental Congress enacted that the lands ceded by the old thirteen States should be laid off in townships, and that section 16 in each township should be reserved for the maintenance of the public schools, and that two townships in every State should be set apart for the support of a university.

In 1848-49 a more liberal policy was adopted for the new States. Two sections were set apart for school purposes in each township, and in every State admitted since 1848 the 16th and 36th sections of each township, one-eighteenth of the entire area, have been granted to the common schools. In view of this unbroken line of precedents, it seems idle now to raise a question as to the constitutional power of Congress to make such grants.

THE ORPHAN HOUSE OF CHARLESTON.

One of the distinguishing features of the city government of Charleston, which is worthy of more than passing remark, is the admirable voluntary management of the several public institutions of charity by boards of commissioners representing all professions and classes of citizens. A vast amount of unremunerated work is done in these public trusts, with intelligence, energy, and economy, by public spirited corporators, who recognize and act upon the fact that society must necessarily have offices of beneficence, which should be administered by citizens having the advantage of professional and business knowledge, who act upon the theory that there are duties in life to be discharged on a high plane, purifying the public mind and ennobling the public spirit.

The care of orphans, the relief of the poor, the administration of hospitals, as well as the elevation of educational institutions, afford honorable though gratuitous service to quite a number of citizens. These positions of beneficent activities are regarded as privileged ones, and all vacancies are quickly filled, and many who have performed these offices have been men of distinction and high character. Those who have held the position of chairman of the Commissioners of the Orphan House are Arnoldus Vanderhorst, John Huger, Charles Lining, Rawlins Lowndes, John B. Holmes, Henry W. De Saussure, Daniel Stephens, John Dawson, Thomas Lee, Thomas Roper, James Jervey, Henry A. De Saussure, William C. Bee, and Louis D. Mowry.

These gentlemen gave their best thought and work for years, gratuitously, to the management of the Orphan House. The example of such high citizenship survives the grave, and will ever be a potent influence for good to those who serve in similar public trusts.

Under the act of the Legislature of 1783, incorporating the city of Charleston, the care of providing for the poor, and educating and maintaining poor orphan children, was devolved upon the City Council. In 1790 the City Council passed an ordinance for "the establishing of an orphan house at Charleston, for the purpose of supporting and educating orphan children, and those of poor, distressed, or disabled parents who are unable to support and maintain them." Under this ordinance the corner-stone was laid by John Huger, intendant of Charleston, on the 12th of November, 1792, and the building having been completed, the commissioners on the 18th of October, 1794, introduced into the institution one hundred and fifteen children, the objects of charity. The number of orphan children who have been received into the institution, nurtured, and educated since its origin is over four thousand. The number at any time has never been less than one hundred and two, and the greatest number was three hundred and fifty. The present number is over two hundred and twenty. The institution is governed by a Board of twelve commissioners, elected annually by the City Council. They meet weekly. One of their number is charged each week in rotation with the special supervision of the house. The officers of the house consist of a principal, who has the general supervision of all the departments, seven teachers, and four assistant matrons.

Connected with the institution is an excellent school, in which reading, writing, orthography, mental and written arithmetic, primary geography, advanced geography, history—ancient and modern, grammar, familiar science, physical geography, and vocal and instrumental music are taught, while the kindergarten numbers seventy-three pupils in charge of two teachers.

A chapel is attached to the institution, in which religious services are held every Sunday afternoon by the Protestant clergy of the city, officiating in rotation. A Sunday-school is conducted every Sunday

morning from nine to ten o'clock, under the charge of a superintendent and seventeen teachers, some of whom are residents of the institution, and the remainder volunteers from the various Christian congregations of the city.

The children are apprenticed to various trades and occupations. Many boys from this institution have been an honor and an ornament to it. Several have taken high rank in the Navy, at the bar, in the Legislature, in the pulpit, and in other walks of life.

In the more retired sphere of womanhood, many of the girls have become model wives and mothers, and have transmitted to their children the fruits of a moral and religious training imparted to them in this institution.

The annual cost of maintaining the institution is about twenty thousand dollars. By section 15 of an act of the Legislature of December 21, 1799, it is enacted that all property in the two parishes of St. Philip and St. Michael, then escheated or thereafter to be escheated to the State, not exceeding fifty thousand dollars, should be vested in the City Council of Charleston for the benefit of the Orphan House of Charleston. Under the provisions of this act the total sum authorized has been acquired, and has been invested from time to time in bank stock and other securities, and is held in the assets of the Orphan House fund. Since 1796 various legacies and donations have been received, which, with the proceeds of the escheated property, form a fund in the hands of the trustees, which on January 1, 1881, was one hundred and eighty thousand dollars.

Connected with the institution is a library of science and general literature numbering over three thousand volumes.

For this sketch we are indebted to the reports of the Hon. William A. Courtenay, late mayor of the city of Charleston.

THE CHARLESTON EARTHQUAKE.

When the bells of St. Michael's Church in Charleston chimed the third quarter after nine o'clock on the evening of Tuesday, August 31, 1886, their familiar tones spoke peace alone to the many happy homes on every side, within whose sheltering walls the people of a fair and prosperous city had gathered to rest. There was no whispered warning in the well-known sounds, or in any subdued voice of the night, to hint of the fearful calamity so near at hand. Not the unconscious bells themselves were less suspicious of coming ill than were those whom their still, solemn tones summoned, as at other times, to seek forgetfulness in sleep. The streets of the city were silent and nearly deserted. Overhead the stars twinkled with unwonted brilliancy in a moonless, unclouded sky. The waters of the wide harbor were unruffled by even a passing breeze. Around the horizon the dark woodlands hung like purple curtains, shutting out the world beyond, as though they guarded the ancient city within their charmed circle. Earth and sea alike seemed wrapped with the spell of

hushed repose, that reflected as in a mirror the quiet of the blue, eternal heavens bending over them.

It was upon such a scene of calm and silence that the shock of the great earthquake fell with the suddenness of a thunderbolt, launched from the starlit skies with the might of ten thousand thunderbolts falling together, with a force so far surpassing all other forces known to man that no similitude can be found for it. The firm foundation upon which every home had been built, in unquestioning faith in its stability, was giving away; the barriers of the great deep were breaking up. To the ignorant mind, it seemed in truth that God had laid his hand in anger upon his creation. The great and the wise, knowing little more, fearing little less, than the humblest of their wretched fellow-creatures, bowed themselves in awe as before the face of the destroying angel. For a few moments all the inhabitants of the city stood together in the presence of death in its most terrible form, and perhaps scarcely one doubted that all would be swallowed up together in one wide, yawning grave.

The picture is not overdrawn. The heart and the hand shrink from the task of trying to depict faithfully, in any terms, the scene and emotions of that dreadful hour. The transition from a long-established condition of safety and peacefulness to one of profound and general danger and terror, was absolute and instantaneous. Within seven minutes after the last stroke of the chime, and while its echoes seemed yet to mingle in listening ears, the city was in ruins, and the wreck had been accomplished in one of the last minutes of the seven. Millions of dollars' worth of property, the accumulation of nearly two centuries, had been destroyed in the time a child would take to crush a frail toy. Every home in the city had been broken or shattered, and beneath the ruins lay the lifeless or bruised and bleeding bodies of men, women, and children who had been stricken down in the midst of such security as he enjoys who reads these lines at any remote distance of time or space.

The attention of the people was first attracted by sounds that seemed to come from below, and for a moment were supposed to be caused by the rapid rolling of a heavy body, as a heavy safe or heavily laden truck, over the floor. This sound was accompanied by a perceptible tremor of the earth, not more marked, however, than would be caused by the passage of a car or dray on the street.

For two or three seconds the occurrence excited no surprise or comment. Then all at once the sound deepened in volume, the tremor became very decided, the ear caught the rattle of window sashes, gas fixtures, and other movable objects; men glanced hurriedly at each other, and springing to their feet with the startled question and answer, "What is that?" "An earthquake!"—then all was bewilderment and confusion. The long roll deepened and spread into a wild roar that seemed to pervade at once the earth and the air above and around. The tremor was now a rude, rapid quiver that agitated the lofty, strong,

solid buildings as though they were being shaken by the hand of an immeasurable power, with intent to tear their joints asunder and scatter their foundations abroad, as a tree casts its over-ripened fruit before the breath of the gale.

There was no intermission of the vibration of the mighty subterranean engine; from the first to the last it was a continuous jar, adding force with every moment, and as it approached and reached the climax of its manifestation it seemed for a few terrible seconds as if no work of man's hands could survive the shocks. Floors were heaving under the surrounding walls, partitions visibly swayed to and fro, the crash of falling masses of stone and brick and mortar was heard overhead, and without, the terrible roar filled the ears and seemed to fill the mind and heart, and for a few panting breaths, or while you held your breath in anticipation of immediate and cruel death, you felt that life was already past, and waited for the end, as the victim with his head on the block awaits the fall of the axe.

For a second or two it seemed that the worst had passed and that the violent motion had subsided. It increased again, and became as severe as before, and none expected to escape. A sudden rush was made to endeavor to reach the open air and fly to a place of safety; but before the doors were reached all stopped short as by a common impulse, feeling that hope was vain, that it was only a question of death within the buildings or without, of being buried beneath the sinking roofs or by the falling walls.

The uproar slowly died away in seeming distance, the earth was still, and oh, the blessed relief of that stillness! But how rudely the silence was broken. From every quarter arose the cries of pain and fear, the prayers and wailings of terrified women and children, mingled with the hoarse shouts of excited men. The air was filled with a whitish cloud of dry, stifling dust, arising from the lime and mortar of the shattered buildings, which, falling upon the pavements, had been reduced to powder. Through this cloud, dense as a fog, the gas jets flickered feebly, shedding but little light. On every side were hurrying forms of men and women, bareheaded, partially dressed, some almost nude, and all nearly crazed with fear and excitement. All around were seen the wounded and the terrified—men in their shirt-sleeves with blood streaming over their clothes, and some prone and motionless on the pavement, with upturned faces and outstretched limbs, and the crowd which was now gathered in the street passing by, none pausing to see whether they were alive or dead. A sudden light flares through a window into the street; it becomes momentarily brighter, and the cry of "fire" resounds. A rush is made toward the spot; a man is seen lying doubled up, silent and lifeless, against the wall, but at this moment, somewhere—at sea—overhead—deep in the ground—is heard again the low, ominous roll, already too well known to be mistaken. It grows louder, nearer, like the growl of a wild beast swiftly approaching its prey, and all is

forgotten in the rush for the open space where alone there is hope and security. The tall buildings on either hand blot out the skies and the stars, and the shattered cornices and copings, the tops of the frowning walls, lie piled from both sides to the centre of the streets. It seemed that a touch now would send the broken masses left standing, down upon the people below, who look up to them and shrink together as the tremor of the earthquake passes under them, and the mysterious reverberations swell and roll along like some drum-beat, summoning them to die. It passes away, and once more is experienced the blessed feeling of delivery from impending calamity, which, it may well be believed, invokes a feeling of thanksgiving and prayer from every heart in the throng.

The first shock occurred at about nine minutes to ten, as was indicated by the public clocks, the hands of all of which stopped at that fateful point, as if to mark the end of time for so many who had counted the recurring strokes of the preceding hour without a thought but of a happy life. The second shock, which was but a brief echo of the first, occurred eight minutes later.

The general aspect of the city is not a subject of detailed description, and can be more readily conceived than put in words. It is enough to say that not more than half a dozen houses escaped injury, and that the damage to all would be represented by the demolition of one-quarter of the buildings on Charleston Neck, by the levelling of all the houses south of Broad Street, or by the destruction of a city larger than Columbia. The records of the City Assessor's office show that the damages caused by the earthquake were officially estimated during the following week at about five million dollars. The United States Engineer Commission, appointed to determine the condition of the houses, examined about two thousand buildings. In their report they say: "We estimate approximately that the buildings upon which we have rendered reports can not be thoroughly repaired for less than two millions, and the remaining buildings, while of slight consequence to their owners, occupants, and the public, will swell the money value of real estate damages to a total of from five to six millions." A board of inspectors, consisting of an architect and builder, appointed by the insurance companies to investigate the condition of the houses, reported that they had inspected 6,956 buildings, that ninety per cent. of the brick buildings were injured, more or less, that the frame buildings suffered from falling chimneys, that not less than fourteen thousand chimneys were injured, and that ninety-five per cent. of these fourteen thousand were broken off at the roof and went to the ground.

The churches, public buildings, and school-houses shared in this great catastrophe, and were all injured. Without exception, the public schools suffered much damage. For the repair of these buildings the trustees of the Peabody Fund voted four thousand dollars, and contributors in Boston and elsewhere contributed twenty thousand dollars for

the repair of school-houses. The Porter Academy, the Wallingford School, the High School, and the Charleston College were all seriously injured. The east and west wings of the Charleston College were so much damaged, and the foundations were so defective, that it was necessary to have them taken down entirely. The main building and portico of the college and the library buildings were also injured, while the Citadel building had its towers and parapets thrown down, deranging the roof, cracking and bulging the walls of the east wing, and throwing down all of the overhead plastering, with other injuries. The building was left in a condition unsafe for occupancy.

To aid in rebuilding the ruined city, and for the relief of the citizens, generous assistance was contributed from every quarter of the country, amounting to the sum of \$640,196.91, which was expended under the direction of the City Council, while other large sums were specially contributed to the sufferers.

The amount expended for repairs rendered necessary by the earthquake was over four millions of dollars, while the amount expended on public buildings, churches, schools, and other property exempted from taxation was three hundred thousand dollars. Nor does this statement include the amount expended for repairs rendered necessary by the disastrous cyclone of August, 1885, which was estimated to be at least one million dollars.

This description of the earthquake has been collated from the narrative prepared by Mr. Carl McKinley, and published in the Charleston Year Book of 1886.

THE RECONSTRUCTION FOLLOWING THE EARTHQUAKE.

The reconstruction that has followed the destruction of the earthquake of 1886 is a wonderful and gratifying achievement. The sons of the old historic city have manifested a fortitude under the sharp adversities of fortune that wrecked their homes, that is in keeping with their past history. They have overcome and survived the ravages of fire, pestilence, and war, the terrors of the tempest, the despair and gloom of the earthquake. In their renewed industries and commerce, their rebuilt churches and public and private edifices, the reorganization of their charities and institutions of education and learning, they have resumed their place in the race of civilization, progress, and enterprise, and are again on an assured basis of success. In their labor and travail they have been fortunate in having the assistance and direction of two strong men, whose strength in season and out of season did not fail them in the day of adversity, and who have lived to enjoy the fruition of their labors in the remarkable resurrection of their loved city from its ashes. William A. Courtenay and Francis W. Dawson are the honored names to whom may be awarded a large share of the honor and praise for this grand consummation.

CHAPTER V.

DENOMINATIONAL EDUCATION.

The chief motive in founding denominational institutions is to provide education under Christian influences for youth at the formative period of their lives; and further, they are often the outgrowth of theological seminaries, and sometimes absorb them in the process of evolution. There seems to be an inevitable antagonism to State institutions in the minds of many sectarians, who think that the tone and surroundings of the State institutions all tend away from a Christian life. But the formation of Young Men's Christian Associations at State universities, and their activity in religious work, would seem to indicate that such institutions are certainly not without Christian influences. Indeed, there is a generous rivalry between two State universities, those of Michigan and Virginia, as to which shall belong the honor of having organized the first collegiate Young Men's Christian Association in the United States.

In the State schools, and in the wealthy colleges of the East, two tendencies are plainly visible. The former aim at simplicity and democracy in education; the latter at class distinctions and aristocracy. The former tend to make no distinctions among the students, have no honor system, and strive all the time to lower tuition and reduce the expenses of living. The two leading State schools have no distinctions in graduation; they all graduate alike, and none can say that he got a higher mark than the other. The heavily-endowed institutions of the East make tuition and living expenses keep pace with the increase of endowments, and have a regular system of fellowships, scholarships, and grades of diplomas. Both seem to be the natural outgrowth of their conditions; the State schools are directly the product of a democracy, and must be democratic; the others are created and maintained by the wealthy, and are forced to rear classes. In considering the honor question, it must be remembered that it is our highest duty to repair the inequalities of nature, not sharpen and increase them. The weak and helpless should be raised nearer the strong and active, and not be taxed to lift the superior classes still higher. In some colleges the tuition for all could be reduced over one-half by the abolition of the fellowships and scholarships. The gifted can always be relied on to take care of themselves, and society, if taxed for the benefit of any, should be taxed,

not to heap honors and emoluments on those already far in advance, but to assist their less gifted brothers.

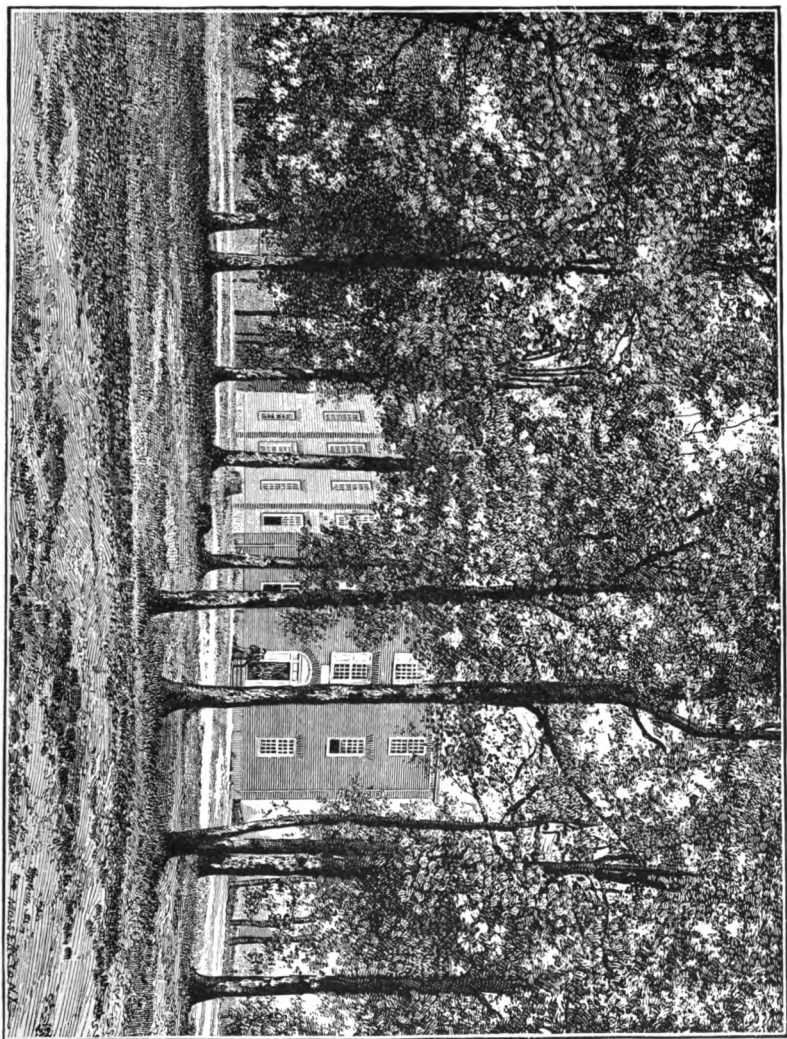
In South Carolina the sectarian colleges unfortunately can become schools of only moderate strength. The endowments they had raised before the War were all swept away. Yet it has been urged that the State university should not come into competition with the denominational colleges, but that, if the number of its courses and departments of study were increased and its requirements advanced, it would become the "roof and crown" of the general plan of higher education in the State.

In South Carolina, besides the general reason for the establishment of these schools, there was a special one,—the attempt to counteract the influence of Thomas Cooper. To his teachings and his denunciations of Christianity may be directly traced the foundation of one or two sectarian schools. There was the strongest opposition by the friends of the State college, and some went so far as to say that there had better be no education at all unless it was given by the State. But after painful effort the measure for the establishment of a sectarian school was passed, and others followed in quick succession, until now there are five for the education of white youth. For want of space the history of each is only slightly sketched.

ERSKINE COLLEGE.

The first denominational college established in the State was due to the zealous efforts of the Associate Reformed Presbyterians. It was a settled rule with them to allow no one to preach until he had been through a classical course, and had studied theology under a competent instructor for several years. To furnish the facilities for these high requirements, it was felt as a duty, at the earliest, to provide instruction for the ministerial candidates. Classical preparatory schools were in consequence established at an early date by members of this Church. In the first years of this century Rev. James Rogers opened a classical school at Monticello, in Fairfield County, which was largely patronized by the people of this denomination. In 1825 a petition had been sent up to the Synod praying that the Ebenezer Academy, in York County, be taken under the patronage of the Synod. This was done, and both of these institutions became widely known and were largely patronized by people of the adjoining States.

To meet the demands for ministerial training, the Synod adopted a very remarkable and cheap way of providing the proper facilities; they simply passed a resolution establishing a theological school, with Rev. John Hemphill and Rev. John T. Pressly as professors, with no expense for buildings of any sort, no appropriation for books, and no provision for professors' salaries; indeed, there was to be no salary. To add to the extraordinary features of the case, the two professors were about one hundred miles apart, and the students would manifestly be



ERSKINE COLLEGE, DUE WEST, S. C.

put to some inconvenience to recite to both on the same day, even with the rapid transit of the present. Considering the practical difficulties of this ideal scheme for a theological seminary, we might agree with the painstaking Church historian, that "In the providence of God this arrangement was of short duration."¹

CLARK AND ERSKINE SEMINARY.

It was, however, very strongly felt that the welfare of the Church demanded training schools for their youth, and in 1834 the Synod, in session at Due West Corner, in Abbeville County, passed a series of resolutions on the subject of founding a school. They first demanded a school with the "manual labor" feature attached to it, and instructed the clerk to gather the necessary information in regard to such schools in the North. The members of the Synod were also authorized to take the sense of their respective congregations. At the meeting of the Synod the following year it was found that so few congregations favored the "manual labor" plan that it was abandoned.

But the necessary steps were taken for the establishment of a ministerial school at Due West, in Abbeville County. Agents were sent out to solicit subscriptions, and were very successful in raising \$7,035, a sum sufficient to start the enterprise, though of course it would be small now for such a purpose. A suitable building was erected and furnished, and the school was opened with about twenty classical students in 1836, while the act of incorporation was secured the following year. The aim was to establish an academy for training young men to enter the Junior class of any respectable college; but the outcome of it all was an institution of higher grade; Mr. John S. Pressly was elected principal of the school, and managed it with such success that the Synod was induced to widen the original institution into a college. In 1839 the committee appointed to consider the matter recommended an extension of the course. There was urgent need for a suitable building, and the ministers were instructed to solicit funds for this purpose. The name was changed to Erskine College, and a charter applied for from the Legislature. So strong was the affection for the State college at Columbia, and so serious were the fears that it might be weakened by the establishment of other colleges, that the charter was at first refused, and was finally obtained, only after active efforts, in 1850.²

ORGANIZATION OF ERSKINE COLLEGE.

The institution thus organized in 1839 commenced its work with a faculty consisting of Rev. E. E. Pressly, D. D., as president, and three professors, N. M. Gordon, Rev. J. N. Young, and Rev. J. P. Pressly, D. D. The school was the work of the Church, and was actively sup-

¹ History of the Associate Reformed Synod of the South, p. 370.

² Statutes at Large, Vol. XII, p. 47.

ported by it. Attention was called in the Synod to the fact that there was no suitable building for the use of the classes, and it was recommended that each minister act as agent in his congregation to raise and forward the funds for the erection of a building to cost not more than five thousand dollars. Within a few years after, in 1843, the board of directors reported: "The college building is now complete, and the entire cost thereof has been met by the treasurer of the building committee and of the literary and theological funds."

Clark and Erskine Seminary had been established solely for the purpose of providing ministerial instruction, but out of it had grown the literary institution. It went through the same phases of evolution as many other denominational colleges. The course of study comprised about the same branches, and led to the same degrees, as the other denominational schools in the State. The first professors were chosen chiefly from two northern colleges, Jefferson, Pa., and Miami, Ohio. Of late years the choice has been largely limited to southern institutions. The first class graduated in 1842; the new school grew rapidly in popular favor and support, and at the opening of the Civil War was one of the most flourishing denominational schools in the South.

The founding of this school was the incentive to other noble efforts on the part of the denomination. Feeding schools were established and liberally supported, and it paved the way for the publication of a religious magazine and religious weeklies. The school has furnished many of the ministers of the Church, one-fourth of its graduates up to 1880 being ministers.

ENDOWMENTS.

In the first years of its existence the college relied chiefly on tuition fees and the interest from occasional donations and bequests for its support. But in 1853 the plan of endowing the institution by the sale of scholarships was vigorously prosecuted, and about fifty thousand dollars were raised this way. This was increased to seventy thousand dollars by donations from Captain Blair, Christopher Strong, Col. William Wright, and others. But the War came on, the college doors were closed, and the young men learned at another school on the tented field. When they returned to its peaceful walls again, they found the buildings and libraries remaining, but the endowment, excepting thirteen thousand dollars, and everything else swept away. The people who had built and supported it, in common with their brethren throughout the South, were poverty-stricken. But the school was reopened, and boys who had marched to the tap of the drum now quietly gathered in the lecture room at the call of the bell.

During the first years after its reopening the institution could only hope to live; but in 1871, when prospects seemed fairer, another earnest effort was made to secure a permanent endowment. The plan of selling scholarships was successful, and with the addition of some do-

nations and bequests, the endowment was very shortly raised to eighty thousand dollars. The largest donation was fifteen thousand dollars, from Mrs. Ann Wallace, of Kentucky, and the largest bequest was eleven thousand dollars, from Dr. J. W. Hearst, of South Carolina. During recent years the life of the school has been uneventful, but steadily progressive.

GRADUATES.

Its list of graduates contains men who have held positions of honor and trust, and who are prominent in their professions. One of them is a promising journalist of note, while another is one of the leading lawyers at the bar of the national capital. Still another of its alumni, J. C. Maxwell, has represented his district in the State Senate and is influential in State politics. The author of the History of the Associate Reformed Synod of the South, Rev. Robert Lathan, D. D., received his diploma there with the class of 1855, which also included in its number W. Hood, who afterward became professor in his *alma mater*. The present efficient head of the college finished his course as a student within its walls in 1860.

When the last decennial catalogue was issued in 1880 the whole number of graduates was 408. Something over a fourth of these were ministers, with nearly every other profession and vocation represented. In the list also were men from every southern State.

REV. R. C. GRIER, D. D.

To no one man is more credit due for the success of the institution than to Rev. R. C. Grier. Like several other great educators of South Carolina, he was born in North Carolina, in 1817, of Irish descent. His father, Rev. Isaac Grier, D. D., a native of Georgia, was said to be the first Presbyterian minister produced in that State. He sent his son to Jefferson College, Pennsylvania, where he graduated in 1835. Going South young Grier entered the ministry, and was soon ordained pastor of two large and influential churches in the country. The impression he created is amply proved by the complimentary resolutions adopted by these churches nearly a quarter of a century after, on his death. He remained there only seven years, and then accepted the presidency of Erskine College, in 1846, and filled that position till his retirement, in 1858. Immediately on the close of the War he was called to the head of the college again, and held the office till his death, in 1871.

He was one of the ablest men in his denomination in the State, and was considered one of the most influential ever connected with the college. He was a preacher of no mean order, a fine teacher, and a keen logician, and his administrative talents were of the highest order. He held a short pastorate in Nashville, Tenn., where he made the acquaintance of Dr. Thomas Summers, one of the great men of the Methodist

Episcopal Church South. Doctor Summers was so impressed with him that he wrote, "Dr. Grier was one of the great men of the age, and his decease will be deeply deplored." Other testimonials of high regard for his character and worth were given in various parts of the South. On his death, in 1871, he was succeeded by his son, Rev. W. M. Grier, D. D., now the president of the college. These two, father and son, have held the office for thirty-five years, nearly three-fourths of the life of the school.

FURMAN UNIVERSITY.

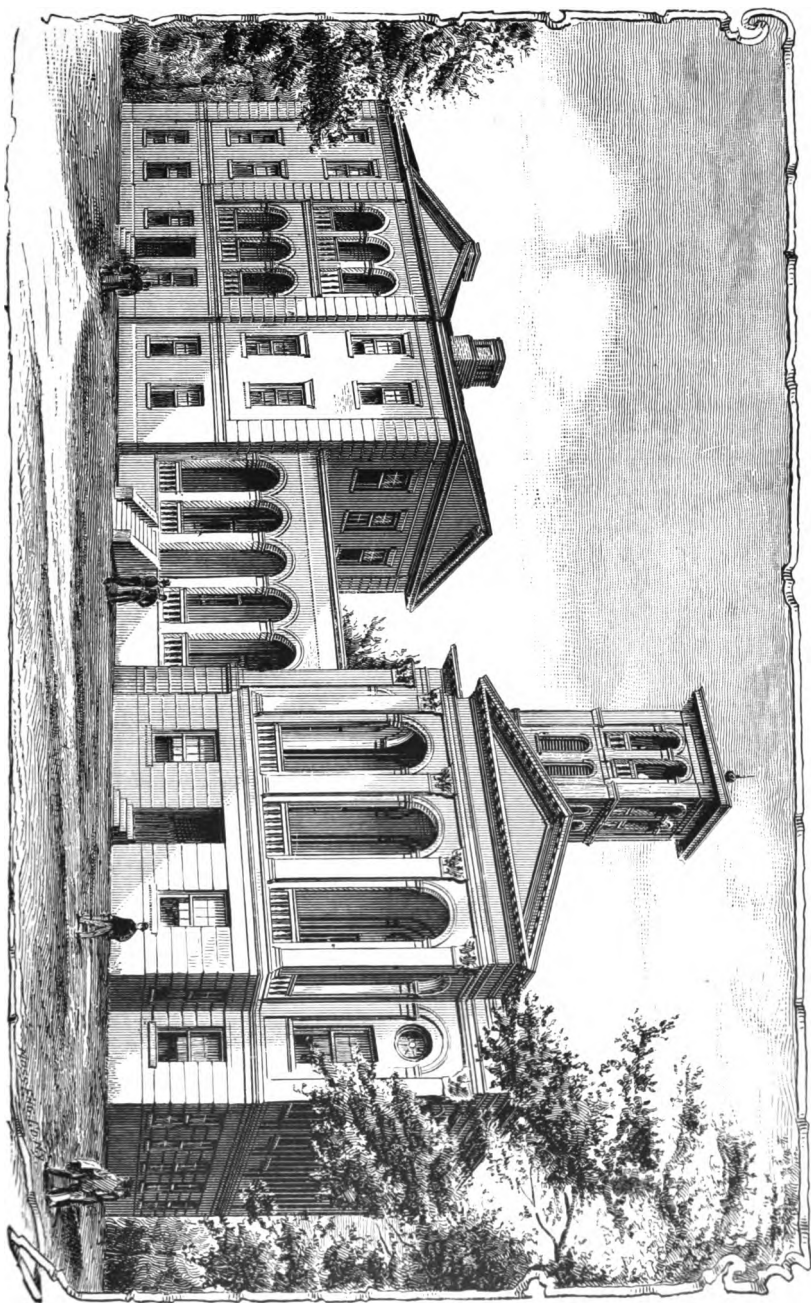
Just two centuries ago there was organized in Charleston the first Baptist church in the South, and to this may be traced the foundation of Furman University. The Baptists of the State, commencing with this organization of the First Baptist Church of Charleston in 1683, were aggressive in spreading the Gospel, and wrung from the Episcopalians, in their early missionary efforts, the confession, "Wherever we go, we find the Baptists before us." They went forth, first to convert and then to educate. Naturally and properly their first aim was to educate the ministers, the leaders and teachers of the people, for in those early days and in that thinly-settled country a sermon was almost the only intellectual food the people could get. "As early as 1755 efforts were made in the association to provide aid for young men designing to preach the Gospel, but laboring under the disadvantages of a want of education."¹

The other Baptist churches in the colony co-operated, and in 1757 one hundred and thirty-three pounds were raised, sixty pounds being given by the Charleston church. A society was then formed for the promotion of education, and young men were aided by it in preparing for the ministry. This society is probably the first Baptist society for this purpose in the United States, as it antedates the one in Philadelphia by at least one year.

But before the plans could be thoroughly perfected the Revolution came on, and the colonies suffered all the ravages that the bitterness of a civil conflict could inflict. Shortly after the close of the war, in 1790, the cause of education was again taken up, and a regular system adopted for educating the young men designed for the ministry. Candidates were received and aided with money and books, and two of them were sent North for their ministerial education to the Rhode Island College, now Brown University. Among the young men receiving aid from these Baptists was Jesse Mercer, the father of Baptist education in Georgia. But their aims and plans widened, and they wished to bring in the whole State, and in this move the Charleston Association led the way. They sent out a circular letter, discussion, and appeal to the brethren on "the duty of the churches to provide for the instruction and improvement of persons called by them to the ministry, previous to their

¹Address by Dr. J. C. Furman, reported in the Baptist Courier, Supplement, November 29, 1883.

FURMAN UNIVERSITY, GREENVILLE, S. C.



entering on the work." It was the conviction that lay at the bottom of this appeal that led to the forming of the State Convention for the cause of education.

But the leading spirit of the Baptists in the State, and one of the great leaders of that denomination in the United States, now came forward and assumed the direction of the movement, and carried it successfully forward.

RICHARD FURMAN.

Richard Furman, in whose honor the college was named, was a native of New York, being born there in 1755. His father removed to South Carolina when his son was only a few years old. The boy was very intelligent, and at an early age showed great fondness for reading the Bible. Before he was large enough to hold the family Bible he would lay it on a stool, and ask to be taught to read it, and after learning this, "reading it was his chief delight." His memory was very strong, and at the age of seven he memorized nearly all the first book of the Iliad, and could repeat it even in middle life. Although his education was necessarily neglected, he acquired a fair knowledge of Greek and Hebrew. He was baptized at the age of sixteen and was pastor of a church at nineteen. He was a man of strong convictions and of great influence over men. He was bold and outspoken for religious freedom, and when the sheriff refused him the use of the court-house, he preached in the open air. Afterward he preached in Virginia, and there his eloquence attracted the attention of the "forest Demosthenes," who presented him with a copy of Ward's Oratory as a token of his high esteem and appreciation.

His knowledge and influence were not limited to the ministry alone, but at one time he went into politics, and was sent as a delegate to the first constitutional convention of the State. In this body he fearlessly and successfully opposed the clause forbidding ministers of the Gospel to hold certain offices, maintaining that it was an abridgment of the right of the people to elect whom they pleased to any office. In this respect his career was followed very closely by Jesse Mercer, the Baptist leader in Georgia, a quarter of a century later.

Amid the troublous times of the Revolution Dr. Furman distinguished himself as a devoted and fearless patriot. The following interesting incident will show what part he took in that memorable struggle. Being on a visit to the city of Washington in 1814, he was introduced to Mr. Monroe, then a member of the cabinet, as Mr. Furman, of Charleston. Mr. Monroe, on taking his hand, remarked thoughtfully, as if trying to recall something, "Furman, Furman, of Charleston; the name and the countenance seem familiar. May I inquire if you once lived near the High Hills of Santee?" He was answered in the affirmative. "And were you the young preacher who fled for protection to the American camp on account of the reward Lord Cornwallis had offered for his

head?" "I am the same," replied Dr. Furman. Their interview was deeply affecting, and Mr. Monroe did not permit him to leave until he had related to the distinguished bystanders the circumstances to which he had alluded. It seems that Dr. Furman had been not only a Baptist preacher, but an ardent Whig at the crisis of the Revolutionary War. Everywhere he preached resistance to the British. Urged by the Tories, Lord Cornwallis, who had been made acquainted with his influence and daring, offered a thousand pounds for his head. Ascertaining that the Tories were on his track, Furman fled to the American camp, where, by his prayers and eloquent appeals, he reassured and excited the hopes of the soldiers, insomuch that it was reported that Lord Cornwallis remarked that he "feared the prayers of that godly youth more than he did the soldiers of Sumter or Marion."

At the request of Mr. Monroe, Dr. Furman preached in the hall of the House of Representatives. He became pastor of the First Baptist Church in Charleston, and continued in office until his death, which occurred in 1825. He was a man of broad views and far-reaching purposes, but he never showed his breadth and greatness more than in his plan for a

NATIONAL UNIVERSITY.

In 1814 the first General Baptist Convention was held in Philadelphia, and Richard Furman was elected president of it. Although the meeting was called chiefly to consider the question of missionary enterprises, yet at the end of this business the president made an address to the body, and strongly urged upon the Baptists the importance of providing educational institutions. This plan was, first and chiefly, to preempt the ground at Washington, and thus nationalize the educational movement at the start. This institution was to be fed by State schools and academies supported by the Baptists in each State, while it was to be maintained by all. The plan was favorably received, and, without going into the history of the efforts, finally resulted in the establishment of the Columbian University at Washington, which unfortunately fell into financial straits. It was finally released from more than half a century of embarrassment by the munificence of the philanthropist, W. W. Corcoran. The secondary schools, which never became auxiliaries, but developed into rivals, were established in several places, at Waterville, at Newton, at Rochester, at Hamilton, in South Carolina, and in Georgia. The central institution was never nationalized, and one can not help conjecturing, with the eloquent son of the projector, as to what might have been its influence in uniting the country, if the jealousy of the local schools had not frustrated the grand design. It was truly a day of small beginnings but of mighty purposes.

FOUNDING OF FURMAN ACADEMY.

Richard Furman, having begun the central institution, set to work to establish the South Carolina auxiliary. To do this it was necessary to get the aid of the Baptists, and consequently these had to be united in some way. The church at the High Hills of the Santee, of which he had once been pastor, suggested the formation of a general association, and this was taken up by his church in Charleston and recommended to that Association. A committee, of which he was a member, issued an address, fixed a day, and thus paved the way for the formation of the Convention. The fundamental aim was to promote educational and missionary interests.

Dr. John M. Roberts, who had been educated for the ministry by the old First Baptist Church, of Charleston, was the pastor of the church at the High Hills of the Santee, and had established an academy there, and from this academy Furman University has grown. When the Convention was finally formed in 1825, this school was chosen for the education of the young men who were assisted by the Convention. But in a few years, in hope of co-operation with Georgia, an academy called "Furman Academy" was located at Edgefield. Georgia failing to co-operate, the school was removed to the High Hills of the Santee, and shortly afterward located at Fairfield. At this place that curious feature, "manual labor," was engrafted on it, and in addition to the theological department English and classical courses were added, to meet the wants of many Baptist youth who were not studying for the ministry. The project failed, and, in addition, the largest building was set on fire by a depraved student, and the instruction afterward was limited to theological students only, the school being called "Furman Theological Institution."

DEVELOPMENT OF THE UNIVERSITY.

The success of the theological school prompted some of the more enterprising members of the denomination to go further. Moreover, the course of Thomas Cooper in the State institution awakened the religious feeling against the teaching of infidel views, and after a discussion in the denominational papers, the Convention voted unanimously to erect a college. Several sites were offered, and finally Greenville was chosen as the point of location. A beautiful eminence overlooking the little town, and a large campus of thirty acres covered with natural growth, was the situation finally adopted. The town is in the northern part of the State near the mountains, of which fine views are obtained. It is the centre of Baptist influence in the State, and has always liberally patronized the school.

In founding the school, the president of the Convention, Dr. W. B. Johnson, issued an address to the Baptists of the State, in which he declared the principles on which it was built, and on which it rests

to-day: "The Convention also desires to have an institution in which the young men of the denomination may receive a liberal education under the influence of those denominational views which their parents receive and cherish. The course of instruction and government in the University will be conducted with a sacred regard to the interests of morality and religion, the principles of Christian liberality, and in favor of the rights of private judgment. It will be a denominational, not a sectarian, institution." This has been strictly followed, since no attendance on divine worship is ever enforced, and no sectarian teaching is ever heard within its walls.

He was very careful to state that "the Convention is not influenced by a spirit of opposition or rivalry to the college of the State," or "of setting up an opposing interest" to it; but he also thought that "the time has arrived when, in the acknowledged difficulty of sustaining good moral discipline at our colleges, each considerable division of the Church will do well to throw a paternal shield over *its own* youth." This care not to antagonize in any way the State school is quite in contrast with the spirit of the past few years, when an attempt has been made to close it entirely.

Appeals were made for subscriptions, and agents were sent out. The whole was successful, as the Baptists in the State then had some wealthy members. A charter was obtained in 1850,¹ and one hundred and fifty thousand dollars worth of bonds having been subscribed, the school was opened in 1852. The title of "University" was an unfortunate one, since the school, owing to circumstances, has been forced to confine itself to academic training only. But the intention at the start was to have an academic, a collegiate, a theological, and a law department; the last, indeed, was on the point of being established when the War came on.

The theological department became the nucleus of the Southern Baptist Theological Seminary, now a flourishing institution at Louisville, Ky. The trustees of the University offered the thirty thousand dollars that had been raised for the theological department to start a seminary for the whole South, on condition that the other States would subscribe liberally.

In common with the most of southern institutions the school was practically closed during the War, and lost nearly all its endowment. It was afterward reopened, and on the closing of the State college nobly tried to aid the impoverished youth of the State by offering free tuition, on the strength of two hundred thousand dollars worth of bonds that had been subscribed. The plan of free tuition was a failure, and the school was reorganized in 1881; since then a moderate tuition fee has been charged.

At present the outlook is very promising, the number of students being larger than at any other session since the War, and approaching

¹ Statutes at Large, Vol. XII, p. 34.

the attendance during the prosperous years before that struggle. The buildings have been improved and the laboratories fitted up, and a plan is now on foot to build dormitories. The latter may be a bad move, since the friends of the college have rightly boasted that there has never been anything in the nature of a rebellion in the history of the college, and ascribe this to the absence of dormitories. It might be far better to build a gymnasium, and give Furman the honor of introducing that feature of advanced colleges into the State.

TRAINING AT THE UNIVERSITY.

The influence of the University of Virginia is clearly seen here in the organization of independent schools, and in the work of men trained within her walls. For many years two of the five professors were graduates of that institution. One of the most prominent of them is C. H. Judson, a native of Massachusetts and an A. M. of the University of Virginia. His course in mathematics has been advanced for so small an institution, and always thorough. C. H. Toy, now in the Semitic department at Harvard, was also on the academic staff of Furman University for several years. The University claims, and probably deserves, the credit of having introduced the plan of written examinations into the State as the test of scholarship for the students. The schools have been arranged on the basis of the University of Virginia, but are not so numerous. The following are the usual schools for the greater part of the time: Latin, Greek, mathematics, natural philosophy, chemistry and natural history, logic, rhetoric and evidences of Christianity, and intellectual and moral philosophy. The leading degree has been the old A. B., based on Latin, Greek, and mathematics, with two other minor degrees based on science; and thus some election is allowed in working for a degree.

Political economy, elements of the common law, the law of nations, and the Constitution of the United States were taught in the first years, Wayland being used in political economy, and Calhoun on Government. These branches were practically discontinued after the War, revived in 1882, and again discontinued several years ago. There has never been any regular course in history.

Furman University has educated some men prominent in the State, the most distinguished probably being J. O. Shephard, Lieutenant-Governor and Governor of the State; W. L. Mauldin, now Lieutenant-Governor; W. H. Perry, now Member of Congress. But none of these graduated, though the first two received all their collegiate training there. One of the most promising scholars ever graduated at the University is Professor Bloomfield, now at the head of the Sanskrit department of the Johns Hopkins University. He came from Chicago to get the benefit of Professor Toy's instruction, then studied under Professor Whitney at Yale, then in Germany, and finally graduated at the Johns Hopkins University.

WOFFORD COLLEGE.

The Methodists were among the last of the denominations to enter the educational field in South Carolina, yet there can be no doubt of their interest in the work. As early as 1824 the State Conference passed a resolution to establish a school for the children of itinerant preachers and for orphan children.¹

This probably never went much further, as there are no more traces of it, possibly owing to the weakness of the denomination at that time. Nothing more of importance was done until the foundation of Wofford College, which is the only institution in the State that owes its existence to the munificence of one man.

BENJAMIN WOFFORD.

As of John Harvard, very little is known of Benjamin Wofford, though he died not quite forty years ago. This will not seem so strange when it is remembered that very little material exists for the lives of even the most prominent men in the State. Von Holst regrets the lack of material for the private life of John C. Calhoun, and was limited almost entirely to a history of his public career. On the death of William C. Preston it was desired to write a biography of him, but the intention had to be abandoned, as there was scarcely any material preserved. Naturally there are few materials preserved for the biography of a man who attracted no public attention in his life except by a gift made a short time before his death.

It is known, however, that he was born in Spartanburg County, in the upper part of South Carolina, in 1780, his parents having come there from Pennsylvania, after Braddock's defeat. In that sparsely settled country he had almost no advantages of education. There were no Methodist preachers near him, as the Presbyterians and Baptists were the first to break ground with their missionary labors. At the age of twenty he attended the first camp-meeting probably ever held in the State, and then was much impressed by George Dougherty, the presiding elder, and Lewis Myers, the circuit rider. The latter was a very careful, economical German, and amassed a respectable fortune. It is likely that Benjamin Wofford was strongly attracted by this economic trait in the character of Myers, for his life was thrifty and successful from a business point of view.

He felt called to preach, entered the Methodist ministry, and became a circuit rider. The first year his circuit reached from Nashville to Cincinnati. As a preacher he is hardly remembered, but his success was in gathering riches. In his dealings he was inflexibly just, but never benevolent. From his careful methodical habits, it is easily inferred that he had some purpose of benefaction in his mind from early

¹ The Courier, March 12, 1824.

years. At one time he made an offer for the Limestone Springs property, but refused to take it on some slight difference as to rate of interest. He consulted Rev. H. A. C. Walker as to founding a college, and offered to give one hundred thousand dollars toward it. At that date it was the largest amount, with few exceptions, ever given in the United States by one person for educational purposes, and up to the present time it has not been equalled by any Methodist in the South, nor by any one else in South Carolina, except by E. M. Baynard in his gift of one hundred and sixty-eight thousand dollars to the College of Charleston.

In his will he provided for "establishing a college for literary, classical, and scientific education, to be located in my native district, Spartanburg, and to be under the control and management of the Conference of the Methodist Episcopal Church of my native State, South Carolina." One-half of the amount was given for purchase of land and erection of buildings, and the remainder for a permanent fund. The endowment was increased to seventy thousand dollars by additions from various sources, including five thousand dollars from G. W. Williams, of Charleston, for ministerial education. But the whole was invested in Confederate bonds, and the college suffered the entire loss of it.

On his death, in 1850, the trustees began the

ORGANIZATION OF THE COLLEGE.

A charter was obtained in 1851.¹ The faculty was composed of Rev. W. M. Wightman, president; David Duncan, professor of languages; James H. Carlisle, professor of mathematics; Warren Du Pré, professor of natural science. A professor of English literature, Whitefoord Smith, was added the following year. The entrance examinations were placed about as high as those of South Carolina College, while the A. B. degree required four years of work, mainly in Latin, Greek, and mathematics. History was a four years' course, but political economy was taught only the last term of the last year. The Bible was a required study for the whole term.

Some of the rules seem rather peculiar, considering the freedom at many colleges now. Students were forbidden to attend the theatre or a party at a public place. Another rule read, "The faculty regard late suppers or convivial reunions in the back rooms of stores as open to grave censure on many accounts, and as altogether improper." Strict regard for the Sabbath and "habitual attendance on religious services are enjoined on all students."

The influence of the University of Virginia is here seen again in the adoption of the *school* system of organization. Before the War the pupils were thoroughly trained at the academies through the State, and were sufficiently advanced to appreciate the power of electives, and

¹ Statutes at Large, Vol. XII, p. 90.

at that time the plan worked well. But after the War, with the training schools destroyed, the faculty felt constrained to announce the abandonment of the school system in 1885, in the following words: "The elementary character of its matriculates, and the limited number of its instructors, have constrained Wofford College to abandon the school system." They offered instead two courses of study leading to degrees. But in their last catalogue the studies are still arranged by schools.

DEBATING SOCIETIES.

A striking feature is the attention paid to debating societies, which are so rapidly falling into disuse through the North and West. To keep up a spirit of emulation, provision is usually made for two, and rooms are set apart for this purpose by the faculty. The influence of Calhoun and Preston is seen in the names of the two societies. These societies "are regarded by both students and faculty as an indispensable part of the machinery of instruction. * * * The beneficial influence of these societies confirms the authorities in enforcing the rule that every student shall connect himself with one of them." Again, they declare that the societies "constitute an *imperium in imperio*, and, by contributing to the moral soundness of the college, are viewed as important adjuncts to the safe and easy administration of discipline." The halls are large and handsomely furnished, and each society has a library of several hundred volumes. The meetings are fully attended, and some of the exercises are interesting and improving.

COURSE IN ENGLISH.

Among the advances made by the college, none is more important than the course in English. This school was taught several years ago by Professor Baskerville, who now has a good course in Vanderbilt University. After his election to the place in Nashville the chair was occupied by Prof. T. O. Woodward. Professor Woodward graduated at Randolph-Macon, in Virginia, where he attracted the notice of Professor Price, now of Columbia College, New York. Professor Woodward, in calling attention to the importance of the study of English, said: "With a pitiable reversal of the natural order, we have, for several hundred years past, Hellenized and Romanized our educational systems, leaving our own speech to get itself taught by help of these as best it might; now, however, reason has come to our aid, and the student is given a fair allowance of English straw with which to make his classical bricks, and may be permitted by and by to use real English stuff in his philological building. * * * Nowhere has this movement found greater favor than in the South. * * * It is a hopeful sign in the making of our New South that the advance in educational work is led by this revival of English study, and this revival is based on a serious conviction that whether in the learned or servile arts a

sensible and forcible use of one's native speech is as helpful as money or influence or talent." This course covers four years, and includes a thorough study of the elements, history of English literature, critical analysis of some of the masterpieces, Anglo-Saxon, Old and Middle English, with numerous exercises. The course is very full for an institution whose students come so little prepared for real college work.

Professor Woodward was elected to the chair of English in the State university in 1888. His place at Wofford was filled by Prof. A. W. Long, of North Carolina, who had taken a graduate course in English at the Johns Hopkins University some time previous.

THE GRADUATES.

The graduates number nearly three hundred, principally natives of the State. Many of them now occupy places of honor, a large number being teachers throughout the South. Probably more are in the ministry than in any other vocation. The first graduate, Samuel Dibble, is very prominent in politics, being now one of the most influential members of Congress from South Carolina. Several of its professors are graduates of the school, as W. W. Duncan, now bishop of the Methodist Episcopal Church South, W. D. Kirkland, J. A. Gamewell, A. Coke Smith, and Charles F. Smith. Some lawyers of reputation have been trained there, as W. H. Folk and J. R. Abney. One of the best known of its graduates in scholarship is Charles F. Smith, now professor of Greek in Vanderbilt University. He is a graduate of a German University, and first held a position in Smith College, Massachusetts, and has lately written some philological articles of a high order.

NEWBERRY COLLEGE.

The Evangelical Lutheran Synod of South Carolina, in 1856, having resolved to establish "a classical and literary institution," elected a board of trustees, obtained a charter, and in 1858 completed a large and attractive college edifice at Newberry, S. C., at a cost of twenty thousand dollars. In the second session the enrolment of students was one hundred and seventy-five. The endowment reached fifty thousand dollars by 1860, and the entire property of the college was valued at seventy-five thousand dollars. From 1861 to 1865 the doors were practically closed, and the professors and students obeyed the call of their country. As was the case with the other denominational colleges, the endowment was lost by investment in Confederate securities. Afterward the college buildings were sold for debt, and the institution was removed to Walhalla, the citizens of that place having made favorable proposals for its location there. It remained there struggling with embarrassments for nine years, when it was again located at Newberry. Since then a small endowment of twelve thousand dollars has been raised, to which generous patrons of education in Boston contrib-

uted four thousand dollars. The attendance during recent years has averaged about one hundred, and the outlook for the college is promising.

The following extract from a recent sketch of the college gives a summary of its work and a word as to its present condition:¹

"The faculty of the college at the time of its relocation at Newberry was as follows: The Rev. G. W. Holland, president; D. Arrington, G. D. Haliwanger, and George B. Cromer. It may be worth while to put on record the fact that the first four months of the session of 1877-78, the first after the return to Newberry, were spent in the rooms now occupied by Mr. Salter as a photograph gallery. In February, 1878, the college building was so far completed as to permit of occupancy, and since that time the exercises have been regularly continued.

"Since the founding of the college seventy-seven young men have been graduated, the first graduation being in 1869. Of this number five are dead. Of the living seventy-two alumni, sixteen are farmers and merchants, eleven are teachers, nine are physicians, eleven are lawyers, and twenty-five are clergymen or in course of preparation for the ministry.

"The college has a well selected library of seven thousand five hundred volumes; a valuable and interesting collection of mineralogical and natural history specimens, known as the Sifley Museum; chemical and philosophical apparatus; two literary societies, which meet weekly in well furnished halls; and other appliances for doing first-class work.

"There are three departments in the college: Preparatory, collegiate, and technical. The preparatory course covers a period of three years, and is designed to fit young men for college or for active life. The collegiate department is divided into two courses, the classical, leading to the degree of bachelor of arts, and the philosophical, leading to that of bachelor of philosophy.

"The faculty of the college at present is: Rev. G. W. Holland, D. D., Ph. D., president, mental and moral science and English literature; O. B. Mayer, M. D., physiology and hygiene; ———, Latin, Greek, and Hebrew; Rev. A. G. Voigt, A. M., German and French; Rev. J. B. Fox, A. M., mathematics and natural sciences; Thomas H. Dreher, A. M., preparatory department; W. C. Schott, instructor in technical department.

"The resignation of Prof. H. Dysinger during the past summer caused a vacancy in the faculty which has not yet been filled. Prof. George G. Sall has been giving valuable help during the present session.

"Dr. O. B. Mayer has been a member of the faculty from the founding of the college, except the few years the college was conducted at Walhalla."

¹ News and Courier, March 31, 1889.

The technical department at present includes the usual course in commercial colleges, and is very successful in meeting the demand for business training. This department is designed to meet the wants of young men who have limited means, or who do not care to pursue a full course of study.

ADGER COLLEGE.

This is the youngest of the denominational colleges, having been organized only in 1877. When Newberry College was removed from Walhalla to Newberry, after having been located in the former place for nine years, the citizens of Walhalla determined to establish an institution in their midst. Subscriptions were taken up regardless of denominational lines, and the college was formally opened in the autumn of 1877. As the other leading sects in the State already had colleges under their control, it was resolved to place this under the care and direction of the Presbyterians, and that body accepted the charge in September, 1877. The location is in a small town within four miles of the Blue Ridge Mountains, a range of the Appalachian chain. The people are moral, energetic, and industrious, and are mostly white, the ratio being four whites to one colored in the county. In the case of nearly every other college for whites in the State, the surrounding population is more colored than white.

The endowment is small, and the faculty consists of only four. The average attendance has been about eighty, but the prospects for an improvement are growing brighter. The name "Adger" was given in honor of a family that has long been prominently identified with the Presbyterian Church.

When the permanent organization was effected, in June, 1882, the following staff was elected: Rev. F. P. Mullally, D. D., president; Rev. J. R. Riley, D. D., professor of languages; Rev. H. Strong, professor of natural sciences; and W. S. Moore, A. B., professor of mathematics.

FEMALE EDUCATION.

The schools for the education of women are almost entirely the work of the denominations.

For the first half of the century in South Carolina, as well as in other States, there were no schools of advanced grade for women. The public sentiment did not favor such institutions. Reared in luxury and among a chivalric people, women received the most unbounded honor, and even adulation. The bearing of the men toward them was almost as extravagant as in mediæval days. Their education was confined to the acquirement of certain accomplishments, such as music, painting, wax-working, and fancy needle-work. These were provided for in academies and boarding schools. But while the boys were bravely plodding through calculus and scanning Horace and stumbling over the

hard constructions in Thucydides, their sisters were going through a more elementary course and acquiring many accomplishments. The State, which founded the South Carolina College and appropriated twenty-four thousand dollars annually for the military academies, has never been disposed to expend a dollar for her daughters, except at Claflin and the Winthrop Training School, and unless the various denominations had come to their aid they would probably be without these advantages to-day. Co-education was so overwhelmingly opposed by public sentiment that it would have been a useless privilege to offer it to women, as has been done in some of the Western States. Even now it is little favored, there being in the high school courses in many places a strong sentiment against it.

With such indifference to female education, it is not to be wondered at that the percentage of illiteracy was so high. "In 1850 females constituted 62 per cent. of the adult illiterate population of South Carolina; in 1860, 60 per cent.; and in 1870 and 1880, 59 per cent. In 1870 and in 1880, females constituted 51 per cent. of the entire population. Turning to the census of 1870, we find that there are more illiterate females than males in all save three States of the Union—California, Nevada, and Vermont. In these, females show the following proportion: California, in population, 40 per cent.; in illiteracy, 44 per cent. Nevada, in population, 24 per cent.; in illiteracy, 20 per cent. Vermont, in population, 49 per cent.; in illiteracy, 48 per cent. In only two States, Nevada and Vermont, can females claim educational superiority over males. South Carolina compares favorably with the other States. The percentage of females as to population and illiteracy is, respectively, as follows: Alabama, 51 and 65; Georgia, 51 and 65; Indiana, 47 and 61; Kentucky, 49 and 59; Massachusetts, 51 and 63; New Jersey, 50 and 60; New York, 50 and 61; North Carolina, 52 and 65; Pennsylvania, 50 and 65; Rhode Island, 51 and 62; South Carolina, 51 and 59; Virginia, 51 and 59."¹

PRIVATE FEMALE SCHOOLS.

There were many institutions for the education of women throughout the State. But probably no one was more widely known than that of the Rev. Thomas Curtis, and his son, William Curtis, of England, at the Limestone Springs, in Spartanburg district. In 1835 a hotel had been built there with the design of making it a watering place. But want of transportation defeated the aim, and the large building was bought in 1846 by these gentlemen, who established a female school. "Their administrations are a part of the history of the State. The thorough instruction, the refined home influence, the salubrious climate offered to pupils, attracted large numbers, and Limestone Springs became almost as famous as Doctor Waddel's school, at Willington, in

¹ Davis, in Hand-Book, pp. 513-14.

former years." At the close of the War this institution changed hands several times, and finally Peter Cooper, the eminent philanthropist, became owner, and intended to establish a technical school for women. He subsequently presented it to the Spartanburg Baptist Association, which now has control of it.

Dr. W. B. Johnson, a leader among the Baptists, also taught a school that was widely patronized. According to the exigencies of his profession it was located at different times at Greenville, Anderson, and Edgefield. His pupils are scattered through South Carolina and Georgia, and they speak with veneration of his discipline and admonitions. He was a man of unusual powers of mind, and was for three years president of the General Baptist Convention of the United States, and for many years of the Georgia Baptist Convention. He was one of the most prominent theologians in his denomination, and "contributed largely to current religious literature." Brown University conferred the degree of D. D. upon him in 1833.

Dr. Elias Marks, a minister in the Methodist church, for many years conducted a flourishing female seminary at Columbia. He was a gentleman of taste, and the various accomplishments demanded for girls at that time were taught in a refined way in his school.

All three of these schools were non-sectarian, and each was the private effort of the man at the head of it. There were many others of this character through the State, but these have now been largely replaced by denominational institutions.

GENERAL VIEW OF THE COLLEGES FOR WOMEN.

According to a recent Report of the United States Commissioner of Education,¹ there are six "institutions for the superior instruction of women" reported from the State. Three of them are non-sectarian; the others are due, respectively, to the efforts of the Baptists, Methodists, and Associate Reformed Presbyterians. The whole number of instructors is sixty-three. Five of these institutions report collegiate departments, and four of these five, preparatory departments. The whole number of students in the five is seven hundred and seven; of these, only two hundred and forty-two are in the collegiate department. Nearly all the instructors are females. There are no graduate students, and only two scholarships are reported. Only five of them report libraries, whose aggregate amounts to three thousand three hundred volumes, with an increase during the past year of one hundred and fifty volumes. The value of "grounds, buildings, and apparatus" of the five is one hundred and one thousand dollars. The amount of "productive funds" of the four reporting is only six thousand one hundred dollars, while the income from the "productive funds" is only four hundred and thirty dollars.

¹ See Report for 1884-85.

COURSE OF STUDY.

From the large number of pupils in the preparatory department it is seen that much attention must be paid to this. In fact, nearly all of them have a primary department in addition. It is difficult to give a comparative idea of the grades in the colleges, but generally the training given by this preparatory department about equals that given in good public city schools. It finishes geography, an elementary History of the United States, arithmetic, and the ordinary course in English grammar. Two of them commence Latin in the preparatory department. Two of them, Greenville and Columbia, have the famous school system of the University of Virginia, the others the usual college course of four years. Latin is studied about four years in all, comprising the usual course in Cæsar, Virgil, Cicero, and, in one or two, Sallust and Horace, with some attention to prose composition and metres. Greek is offered in four of them but not required in any. The course in mathematics extends no further than trigonometry, with practical surveying in one. French or German is required in all. History is taught in all, but only elementary history, both ancient and modern. The remaining ordinary college branches are studied—logic, mental and moral philosophy, and elements of the sciences. In the latter no laboratory practice is offered, except in one or two schools. Every one has the usual art and music departments, and a few of them have the beginnings of a museum. Some of them give the degree of “mistress of arts,” while others give only certificates of graduation, but one or two give the regular A. B. degree. While the course is not very advanced, there is a gradual improvement, as great, perhaps, as the circumstances will permit. There being practically no endowments, the expenses have to be met chiefly from the tuition fees. Even the denominational colleges get scarcely any aid from the churches, most of the contributions going to the male schools. None of these colleges have been founded very long, the oldest being organized about 1854.

THE BAPTIST SCHOOL.

“In 1853 the Baptist State Convention of South Carolina appointed a committee to take into consideration the subject of female education as a denominational interest.” At the meeting in 1854 the committee reported, urging the establishment of a “female college of high order,” and recommended that “the standard of attainment be high.” The school was soon after established at Greenville, where it has continued to the present, its attendance now being greater than at any previous time.

THE METHODIST SCHOOL.

The Methodist school at Columbia is probably the outgrowth of the well-known school of Dr. Elias Marks. In the prosperous years be-

tween 1850 and 1860 the Methodists decided to have a female college, as they had organized a male school at Wofford. The school was opened in 1859, but was closed on the surrender of the city, in February, 1865, and remained closed till 1873. It is under the control of the Conference, and is now succeeding very well.

THE DUE WEST FEMALE COLLEGE

(Associate Reformed Presbyterian) was founded in 1860 by a company of citizens with a purely public spirit. Its first president, Rev. J. I. Bonner, was a very capable, efficient man, and thoroughly organized the school.

The above three schools were founded just before the War, and could hardly have gotten into good working order before the upheaval came. In the utter prostration of enterprises and the general poverty consequent on the War, nothing was done for several years, although there were a few feeble efforts to maintain such institutions as were already in operation.

REVIVAL OF EFFORTS AFTER THE CIVIL WAR.

But when time had changed these hard conditions, men vigorously turned their attention to the subject that had so greatly interested them in the preceding years. The results were seen in the new colleges. It might have been better if they had contented themselves with an earnest support of existing institutions; but local pride was strong, and the schools were needed in their immediate localities for the poor children. The public school system, it must be remembered, was not yet in good working order. The thorough training schools of the former period had all been swept away, and the newly established colleges in large part took their place. The highest praise is due to the men who tried to reconstruct the school system, but their efforts would probably have done more good if they had called their new-founded institutions *academies* instead of *colleges*.

During the decade from 1870 to 1880 three of these institutions were opened,—the Walhalla Female College at Walhalla; the Williamston Female College, at Williamston, both in 1872; and the Anderson Female Seminary in 1879. All of these are non-sectarian. They were all founded by the earnest efforts of men in their respective localities subscribing their money for that purpose. Determined to educate their daughters, they thought it much cheaper in the long run to bring the schools to their doors; but they could not sacrifice the honor and prestige of a college course, so they called them *colleges*. These schools offer a curriculum as full as that of the older ones, and the training is substantially the same.

In addition, there are good academies for girls in different parts of the State, especially in Charleston. In that city from the close of the

Revolutionary War to the present time, in addition to the schools where the elementary and higher branches of English have been taught, there have always been schools under the charge of accomplished teachers, at which young ladies were taught belles-lettres, French, music, and painting, and were afforded all the advantages of a fashionable education. These schools were equal to any in the Union, and were largely patronized.

Notable among these is Miss Kelly's school, which not only has a local patronage, but draws pupils from other sections of the State, and from beyond the limits of the State. At the present time nearly every county town where the advantages of health are good has its female school or college, where the girls of the vicinity are educated. At these schools, in addition to the elementary branches, music, painting, and French are generally taught, and the advantages of a good education are within the reach of all.

THE WILLIAMSTON FEMALE COLLEGE.

The Williamston Female College offers some features worthy of special notice. It is largely the work of one man, Rev. S. Lander, of the Methodist Episcopal Church South. He follows the one-study plan, and has found it to be attended with the greatest success. Although he has no regular fixed scholarships, yet he offers to the students inducements that work more effectively than any other system of scholarships could work. He makes deductions from the tuition fees according to the standing of the pupil. For an average standing of 80 to 85, a discount of ten per cent. is made; of 85 to 90, twenty per cent.; of 90 to 94, thirty per cent.; 94 to 97, forty per cent.; 97 to 100, fifty per cent. It certainly makes the students apply themselves as closely as they could under any plan.

CHAPTER VI.

FREE SCHOOLS AND EDUCATION OF THE NEGRO.

Although South Carolina was settled in the last quarter of the seventeenth century, there was no systematic effort of the people as a whole toward providing popular education until 1811. But it is not to be inferred from this that there were no educational advantages at all. Most of the people were able to educate their own children without aid, but the middle class needed assistance, although it was not large enough to warrant the maintenance of schools throughout the country for its especial benefit. The country was sparsely settled, as there had been from the earliest foundation of the colony a tendency toward the formation of large plantations. Owing to this condition of affairs the hand of charity was stretched forth to aid the poor white people at an early period.

EARLY FREE SCHOOLS.¹

The first free school successfully established in South Carolina was founded in Charleston in 1710. Previous to that time the people of the State had conceived the idea of establishing free schools, but it was not until 1710 that legislative action was taken in that direction. In 1712 another act was passed, incorporating certain persons under the designation of commissioners, for founding, erecting, governing, and visiting a free school for the use of the inhabitants of South Carolina, with full authority to receive all gifts and legacies formerly given to the use of the free school, and to purchase as much land as might be deemed necessary for the use of the school, and to erect thereon suitable buildings. The gentlemen named in this act constituted the first Board of Free School Commissioners in the State.

There was a feeling in favor of popular education with many of the leaders. Sir Francis Nicholson, the first Royal Governor, was a great friend of learning, and did very much to encourage it, and men of wealth bequeathed large sums for establishing free schools. The Society for Propagating the Gospel in Foreign Parts was active in founding schools and supplying books. It started a school at Goose Creek in 1710, and another at Dorchester in 1724, in response to a petition for aid. But as indicating the spirit of the people, it is important

¹ For a more detailed account of some of these schools, see Appendix III.

to notice the act of February, 1722. By this it was provided that justices of the county courts be authorized to erect a free school in each county and precinct, to be supported by assessments on land and negroes. Such schools were bound to teach ten poor children free, if sent by the justices.

The private donations, also, were liberal for a small colony. Richard Beresford, in 1721, bequeathed six thousand five hundred pounds for the education of the poor; in 1732 Richard Harris bequeathed one thousand pounds for the same object; and in 1728 Rev. Richard Ludlam gave his whole estate of two thousand pounds, which with other bequests amounted to over fifteen thousand pounds by 1778. "For nearly a century four schools were maintained with the proceeds of this latter bounty," and they were flourishing up to the War, when the fund was finally swept away. There were other funds, but it is needless to refer to them, as these are sufficient to show the state of feeling. There were a number of societies organized at intervals down to 1811 that were of great assistance in this work.¹ In 1798 another attempt seems to have been made by the Government, in the appointment of trustees to examine free schools in Orangeburg, but with no definite results.

GENERAL FRANCIS MARION ON POPULAR EDUCATION.

That there were prominent men who keenly felt the need of popular education by the Government is seen in a conversation that General Francis Marion, the "Swamp Fox," held with his biographer in 1795. The emphatic reference to the Legislature shows that some attempt had been made in that body to establish free schools. "God preserve our Legislature from such penny wit and pound foolishness. What! Keep a nation in ignorance rather than vote a little of their own money for education! * * * We fought for self-government; and God hath pleased to give us one better calculated, perhaps, to protect our rights and foster our virtues and call forth our energies and advance our condition nearer to perfection and happiness, than any government that ever was framed under the sun. But what signifies this government, divine as it is, if it be not known and prized as it deserves? This is best done by free schools.

"Men will always fight for their government according to their sense of its value. To value it aright they must understand it. This they cannot do without education. And, as a large portion of the citizens are poor, and can never attain that inestimable blessing without the aid of government, it is plainly the duty of government to bestow it freely upon them. The more perfect the government, the greater the duty to make it well known. Selfish and oppressive governments must 'hate the light and fear to come to it, because their deeds are evil.' But a fair and cheap government, like our republic, 'longs for the light

¹ See Davis's sketch in Hand-Book.

and rejoices to come to the light, that it may be manifested to come from God,' and well worthy of the vigilance and valor that an enlightened nation can rally for its defence. A good government can hardly ever be half anxious enough to give its citizens a thorough knowledge of its own excellences. For, as some of the most valuable truths, for lack of promulgation, have been lost, so the best government on earth, if not widely known and prized, may be subverted."

There are other evidences that there was a strong interest felt in the matter even among the great rank and file of the people. Although the daily papers of that time contained very little matter of any sort, and even less of a local nature, yet there is a complaint in the Charleston Courier of October 15, 1803, from a private correspondent, concerning the indifference to education shown by the editor of the paper. "We see great incomes made and great incomes wasted, great grandeur in equipage and household circumstances; * * * but we do not see the country studded up and down with those precious jewels of a state, *Free Schools*." He regretted that everything hinged on politics; even the discussion on the yellow fever had taken a diplomatic turn, and we might expect to see the whole matter settled by a ruling of the State Department. Mr. Barnwell, a member of the Legislature, followed this in the next meeting of the Legislature with the introduction of a bill "for establishing public schools in the several districts of the State."

FREE SCHOOL ACT OF 1811.

Matters continued thus until the act of 1811,² when the people took hold of the question. This act was recommended by Governor Henry Middleton in his message of November 26, 1811. On the following day Senator Strother presented petitions for free schools from citizens of Fairfield, Chester, Williamsburg, Darlington, Edgefield, Barnwell, York, Saint Stephen, Saint James, Santee, Saint John's, Colleton, and Saint Peter's. Hon. Stephen Elliott, of Charleston, was chairman of the joint committee, and to him belongs most of the honor of the measure. The bill drawn by him passed the Senate without a roll-call, and was adopted in the House by a vote of seventy-two to fifteen. "The act established in each district and parish free schools equal in number to the representatives in the Lower House. Elementary instruction was to be imparted to *all pupils free of charge*, preference being given to poor orphans and the children of indigent parents. Three hundred dollars per annum were voted to each school. Commissioners varying in number from three to eleven in each district and parish, serving without pay and without penalty, were intrusted with their management. Until a sufficient number of schools should be established, the commissioners were permitted to move the schools annually, but no school should be established until the neighborhood had built a school-house. The funds

¹ Charleston Courier, December 26, 1803.

² Statutes, Vol. V, p. 639.

of the free school might be united with the funds of the public schools. The aggregate appropriation was about \$37,000 a year."

Two years after, in 1813, an attempt was made by a large minority to repeal the act, but it was saved through the efforts of one of Charleston's Representatives. The people of Charleston, as a whole, have always shown great willingness to uphold the State institutions. William Crafts, Jr., made a ringing speech in support of the act, and in reply to the charge that the population was too sparse in some places to derive any benefit from it, said: "This evil time will of itself remove, and what kind of inference is that which would abolish a general good to get rid of a partial evil?"¹ It was a fitting monument in after years to name one of the public school-houses of Charleston in honor of this gentleman.

The number of schools established the first year was one hundred and twenty-three. In 1821 a pamphlet was issued at Columbia containing an attack on the system.²

Up to 1821, \$302,490 had been expended by the State, of which at least one hundred thousand dollars had never been accounted for by the commissioners. In fact, the reports were so few that there were no checks at all on the system. It was probable that the commissioners and teachers had an understanding in the expenditure. Careless, inefficient teachers were employed, and it was said that "in some of the lower districts they have actually converted the schools into gymnastic academies, where, instead of studying philosophy in the woods and groves, as the Druids did of old, they take delight in the more athletic exercise of deer and rabbit hunting; and that it is a fine sight to see the long, lean, serpentine master * * * at his stand, * * * while the younger peripatetics are scouring the woods and hallooing up the game."

But the matter of free schools still attracted attention; legislative reports were almost annually made on the subject, and public men were deeply interested in the question. Nearly every Governor referred to it during his term in at least one of his messages.

NEED OF A SUPERINTENDENT.

George McDuffie used the following language in his message of 1835: "In no country is the necessity of popular education so often proclaimed, and in none are the schools of elementary instruction more deplorably neglected. They are entirely without organization, superintendence, or inspection of any kind, general or local, public or private." Governor after Governor sent in a stirring message urging an improvement of the system.

It is somewhat singular that nearly all the suggestions referred to the need of a central supervising head, corresponding to the present State Superintendent. Even as far back as 1822, Governor Thomas Bennett

¹ From Mayor Courtenay's Education in Charleston.

² Review of pamphlet in North American Review, Vol. XIV, pp. 310-19.

recommended the appointment of a "commissioner of the school fund," and believed that this would realize the anticipated benefits of the "immense sums annually appropriated." In 1838 a committee consisting of Rev. Stephen Elliott and James H. Thornwell was instructed to report to the Legislature after having conferred with the various commissioners. They incorporated in their report communications from the commissioners, the whole making a very interesting paper. A large part of it consists of the paper by Hon. Edmund Bellinger, of Barnwell, a graduate of South Carolina College in 1826, containing a great deal of information, historical, statistical, and otherwise. In the report of Messrs. Elliott and Thornwell, and in many of the communications from the commissioners, the need of a State Superintendent is strongly emphasized, and this is one of the suggestions formally made to the Legislature by the committee. The act itself, as pointed out by R. F. W. Alston in 1846, seemed to contemplate the appointment of such officer in the twelfth section, in providing for reports from the commissioners to "such person as the Legislature may direct." Henry Summer, in a report to the Legislature in 1847, added another to the list of those favoring this suggestion. The report of the committee of the House of Representatives, to whom was referred the Governor's message on the subject of free schools, concurred in this view. Finally Governor Manning, in 1853, rose to the highest conception of the whole question, and recommended the establishment of this central office, declaring that the system "should not be an eleemosynary proffer, * * * but rather a fountain flowing for all, at which they may freely partake."

But a great obstacle to the appointment of such officer came from the "combination schools." The act allowed the commissioners to erect free schools entirely, or unite with schools already established. The teachers of such schools did not wish to have any authority over them. Yet in many such schools there was some good. The teacher acted almost as the agent of a compulsory system. It was to his advantage to have as many pupils as possible, and he practically forced the children into the school.

In spite of all the numerous suggestions, however, nothing of importance was done. In 1835 Judge Frost introduced an amendatory act, providing penalties for non-performance of duty by the commissioners, but no one was designated to enforce the law.

REPORT OF 1839.

Others also urged the appointment of a supervising officer; among these were Thornwell and Elliott, who strongly recommended it in the report of 1839. The committee of the Legislature reported at this time that although deep interest had always been manifested by the Legislature, yet there seemed to be a general opinion all over the State

that the system was a failure. Messrs. Thornwell and Elliott rejected the Prussian system on account of the sparseness of the population, and the New York system on account of its cost, and also the "manual labor system," since such schools had proved "egregious failures in almost every instance." They recommended the establishment of a "teachers' seminary," and the increase of the appropriation to fifty thousand dollars. They also showed how the original act was defective in apportioning the money according to representation in the Legislature, which was based on taxation and population. As a consequence, the richer a district the more schools it had, and the poorer the fewer it had.

But Edmund Bellinger's communication was the fullest. It brought out most clearly the defects of the system. Regular returns had been made in five years only, and in 1817 thirty-one of the whole forty-five failed to report. The amount spent bore no proportion to the scholars educated. In 1812 one dollar per scholar had been expended, but in 1819 about sixteen dollars per scholar. There was no regularity in the appropriation for a district. Barnwell County received one thousand one hundred and fifty-three dollars in 1825, and only seven hundred and twelve in 1826. Edgefield in 1818 received eleven dollars per scholar, but Laurens not quite two. The average attendance for the twenty-seven years was 6,018, while the average expenditure had been thirty-five thousand dollars. No wonder that one of the commissioners reported that "there is nothing systematic in the whole scheme but the annual appropriation for its support." Even in this year of special reports only one-half of them had made returns. Out of the twenty-two whose reports are preserved, it is interesting to note that thirteen favored the extension of the system to all children, and of the remaining nine only two or three were emphatic in restricting its operation to the poor children. As illustrating the feeling in the State, nearly all favored the study of the Bible, or other religious instruction, in the public schools. One was far in advance of the present even, in recommending the study of the form of government of the State and the United States. These were suggestions that have not been acted on to this day. One believed in the efficacy of "manual labor" schools as a solution of the public school problem. It is interesting to note that an attempt is now being made in the State to establish an agricultural school. All lamented the ignorance and inefficiency of the average teacher, and some strongly favored the establishment of a State normal school; this has not yet been done, as a separate department.

But the result of it all was "splendid nothings," as Mr. Henry Sumner said in his report to the Legislature in 1847. So little had been done up to that time that this gentleman could incorporate in his report: "It was declared on the floor of this hall during the last session of this body that the free school system was a failure; and no one contradicted it; it seemed to be conceded by all."

R. F. W. Alston had made a report to the Agricultural Society in 1846. Afterward, when he was Governor, he emphasized the importance of local taxation to supplement the State appropriation, even opposing a larger appropriation unless the right of local taxation for support of the schools was introduced. At last, in 1852, a forward step was taken in the increase of the appropriation to seventy-four thousand four hundred dollars, just double what it had been for forty years. This was only accomplished after a hard struggle, and a close vote in the Legislature.

LATER STATISTICS.

In order to see the growth of these schools, some statistics of attendance may be helpful. In 1828, seventeen years after their first establishment, there were 840 schools in the State, with 9,036 pupils. In 1840 there were 563 schools with 12,526 pupils. In 1850 there were 724 free schools with 17,838 pupils.¹

In 1860 there were 724 schools with 18,915 pupils, while the expenditures were \$127,539.41. It is interesting to compare these figures with the approximate number of children of school age:

Year.	Pupils of School Age.	Number in Free Schools.
1830 ...	51,000	8,572
1840 ..	52,000	12,526
1850 ...	56,000	17,838
1860 ...	60,000	18,915
1880 ..	101,000	61,219

The figures for the number of pupils of school age, except for the last year, are calculated at something over twenty per cent., as Dr. Warren, the statistician of the Bureau of Education, thought that the school population between six and sixteen would be about twenty-one per cent. The figures are for the whites all through, in order to preserve the same factor of comparison. The figures for 1880 are taken from the report of the State Superintendent of Education for 1886. From the above table one would be justified in calling the system a failure; it was indeed openly denounced as a failure all over the State; and it was a failure as far as furnishing a general scheme of education for the masses.

REASONS FOR THE FAILURE OF THE SYSTEM.

The favoring of paupers was probably the greatest cause of the failure of the system. This was pointed out time and again by several, but the majority were opposed to any change. "The wealthier and higher classes * * * will not avail themselves of the free schools. * * * The poorer citizens, * * * from pride and delicacy of

¹ B. J. Ramage. Free Schools in South Carolina, Johns Hopkins Studies, I, No. 12.

feeling, will rather keep their children at home altogether than, by sending them to the free school, attach to them, as they think and feel, the stigma of being poor, and of receiving an education as paupers."

These words of Rev. Mr. Thrummell, of All-Saints, in 1839, express the feeling of both classes toward the system, though but few of the prominent men or of the commissioners saw the trouble as clearly as this gentleman. Even Mr. Bellinger, who made so elaborate a report in this year, emphatically called for the restriction to the poorer classes. Rev. James H. Thornwell, one of the most gifted men of the State, was just as emphatic in limiting the fund to the poor, though he never proposed to limit the college to that class, although it was a State institution. This spirit was an outgrowth of the class distinction in the State, a perpetuation of the antagonism of the two classes. The lower classes had sufficient pride to reject the proffer.

But there is one redeeming feature in this sketch of the system; and that is the recognition by some clear-headed observers of the urgent need of a general system of schools for all, and not for the pauper classes alone. While in different parts of the State many had seen this, only the commissioners in Charleston had attempted to supply the deficiency.

FREE SCHOOLS IN CHARLESTON.

The commissioners in Charleston had seen the intent of the original act, and had set to work to carry it out. Public schools had succeeded in Nashville and New Orleans, and why not in Charleston? This is what Mr. Barnard pointed out when he had prepared a communication on public schools at the request of Governor Alston, Mr. McCarter, and others. The schools in Charleston had followed the general course of the others in the State. Under the law, five houses had been erected and furnished by the teachers, on a salary of nine hundred dollars. The attendance had been, in 1812, 260; in 1818, about 300; in 1823, about 320; in 1829, about 467; in 1834, about 525.

But the Charleston commissioners, especially C. G. Memminger, A. G. Magrath, and W. Jefferson Bennett, roused from their lethargy, and in the face of bitter prejudice revolutionized the system. They worked on a totally different plan. Their aim was to provide schools for all, and not for pauper pupils only. In 1855 they built a house on St. Philip's Street, at a cost of twenty-five thousand dollars, to accommodate eight hundred pupils. Three years later they erected another, on Friend Street, at a cost of thirty thousand dollars. A kind of normal school for teachers was formed, to meet every Saturday, under the direction of the superintendent of public schools. They also built a high school for girls at a cost of twenty-five thousand dollars, of which the State paid ten thousand dollars and the citizens of Charleston the remainder. The expenses of its maintenance were ten thousand dollars annually, of which the city paid half, and the State guaranteed the

other half on condition of being permitted to send ninety pupils. A normal department was attached to this.

The whole system was inaugurated with appropriate ceremonies on July 4, 1856, when Dr. S. H. Dickson delivered an address. It was modelled on the "New York" plan, and the heads of the schools were brought from the North, so that teachers thoroughly acquainted with the system would direct the management. Miss Agnes K. Irving, an accomplished teacher from the Orphan Asylum on Randall's Island, was made principal of the Orphan House School. The native southern teachers were forced to take subordinate places at reduced salaries. In a short time the number of children in attendance was one thousand four hundred, and there were more applications than could be granted. In 1860 the attendance was four thousand.¹

This was done in the face of strong opposition. "Fair Play" openly charged that the change had been made in order that the new board might get the benefit of the "spoils," and claimed that they had overstepped their limits in setting up *common schools*, when the act only called for *free schools*. He also called attention to the resolutions of the last session of the Legislature, which had "re-announced the fact that the free schools are for the poor." He concluded by confidently venturing the prediction "that the new system, unsupported as it is by law, will not succeed." But it did succeed, and according to a writer in *Barnard's Journal*,² "revolutionized public sentiment in that city, and was fast doing it for the whole State when the mad passions of war consummated another revolution."

GRADUAL IMPROVEMENT IN THE SYSTEM.

A gradual but slow improvement is evident in the working of the system. When first begun, no qualifications for teachers were required, except what each board might impose of its own will. In 1828 a certificate of qualification signed by three persons in the vicinity was required, and in 1839 an examination by the commissioners in person. The appropriations had commenced with thirty-seven thousand dollars annually, but in 1852 had been increased to seventy-four thousand dollars. And, finally, the great success of the Charleston schools would seem to warrant one in believing that the system would have extended to the whole State in a few years. Moreover, the reports of the years immediately before the War show an increase in attendance.

SYSTEM SINCE THE WAR.

During the War and up to 1868, nothing of importance was done in the schools. In that year a new Constitution was adopted, and the *free schools* were superseded by the *public schools*. By this act of recon-

¹ Davis, in *Hand-Book*, p. 462.

² Vol. XXIV, p. 317.

struction it was provided that a State Superintendent, elected biennially, should have the general oversight of the whole system. It was also provided that a commissioner for each county, to be elected by popular vote, should have oversight, under the State Superintendent, of the school matters of the county, while trustees under him were appointed for each school district. By this instrument the people obtained the central supervising officer that so many prominent men had wanted for half a century.

Since the establishment of this excellent system the progress has been as fair as one could wish. That most efficient superintendent, H. S. Thompson, began to work in 1877 to disentangle the schools from the mass of debt and ignorance. He labored for six years, and gradually built them up. On his elevation to the Governor's chair in 1882, Col. Asbury Coward worthily filled his place until the election of Mr. J. H. Rice in 1886. The Superintendent from 1868 to 1876 was J. K. Jillson. From the last report of the Superintendent we may get some idea of the present condition of the public schools and the progress that has been made.

The whole number of children of school age (six to sixteen), by the census of 1880, was 281,664; the total enrolment in the schools last year (1888) was 193,434. The average length of session is three and one half months; this is short, but it is as much as the taxes will support, and the tax rate is as high as the average in New England. So they are doing as much as the people of that section. The number of schools is 3,922; teachers, 4,203. The average monthly compensation of teachers is, for males, \$26.68; for females, \$23.80.

SOME OPPOSITION.

It can not be denied that there is some opposition to the public schools in some retired places, and it is very justly charged that with their three months' free tuition they have broken up the old academies, while not substituting anything for those excellent training institutions. Many openly declare for the abolishment of the public schools on this ground; but if they could be improved this opposition would cease. There is some opposition also on grounds of religion, but it is no stronger than in any other section.

But a gratifying feature is the increase of the graded town schools, supported by local taxation. A constitutional amendment of 1876 had imposed a levy of two mills tax for school purposes, besides the poll tax. But this was found insufficient for the cities, and under the authority of an act so framed as to throw the matter into the hands of the property holders, several cities have a very improved system of graded schools. Some of them, especially in Charleston and Columbia, will compare favorably with those of any section of the country.

Another encouraging feature is the organization of State normal institutes each summer, one for white teachers and one for colored teach-

ers. These have been held annually since 1880, with one or two exceptions. So the outlook on the whole is very encouraging, and hopeful for the future.

PRESENT CONDITION OF THE PUBLIC SCHOOL SYSTEM.

Superintendent J. H. Rice, in his last report (1888), presents a hopeful view of the future of the public school system. His cheering words give every assurance that opposition will eventually cease, and that the efficiency of the system will be advanced.

He says: "There is an increase of 18,417 pupils in the enrolment of 1888. * * * There is also an increase of 14,036 in the average attendance, a most notable proportion. The last ten years have been a transition period in our educational work. The plans of private individuals crumbled to pieces, and many have lamented the decay of schools once prosperous. But the State Legislature has been quietly and firmly laying the foundations for broader work. South Carolina * * * desires that the advantages once bounded by the horizon of private effort should be widely diffused through the power and benevolence of a great State. The free school has been pushed into every locality."

He points with pride to the fact that there were one hundred and sixty-two more schools on the list than the year before, and refers to the ambition of the small towns in the State to establish graded institutions. "Winnsborough and Rock Hill have spent about twelve thousand dollars each on their school buildings. Greenville begins with eighteen thousand dollars and * * * Spartanburg levies a tax of twelve thousand dollars, with a special local tax for her schools. Smaller and larger towns, and country districts the State over, are rapidly putting their money into modern school-houses."¹

WINTHROP TRAINING SCHOOL.

During the years of trial with the free school system, the inefficiency of the average teacher was pointed out repeatedly, and the establishment of a normal school was urged. This has never been founded, chiefly for want of means. But in the last two years, through the munificence of George Peabody and the energy of the efficient superintendent of the schools of Columbia, facilities have been provided in the Winthrop Training School for training female teachers and thus largely meeting the demand. From a letter of John P. Thomas, Jr., in 1887, the following sketch of it is taken:

"The Winthrop Training School was opened in Columbia on November 15, 1886, in the buildings of the Theological Seminary, which have been temporarily secured for the use of the school. The school was organized under the general powers conferred by law upon the board of school commissioners of the city of Columbia. But the school

¹ Report for 1888, pp. 5-6.

had not been in operation long before the idea was conceived to enlarge its scope. With this view, application was made to the General Assembly for a charter. Under the provisions of this charter the school will be operated for the benefit of the whole State. The school is named in honor of the venerable and philanthropic chairman of the Peabody board, and it is by the liberality of this board that the school is mainly supported. It has been in successful operation since its opening under the following corps: Prof. D. B. Johnson, superintendent; Miss M. H. Leonard, principal; Miss A. E. Bonham, practice teacher; Mrs. T. C. Robertson, teacher of drawing.

"The school has been attended by twenty-one young ladies. The 'up-country,' 'low-country,' and middle section of the State have all been represented. During the short time the school has been in session, the following work has been accomplished: the pupils have been taught the methods of the various classes in the city graded schools, and they have had the opportunity to observe, by personal inspection, the practical working of these schools and their successful ways of management. In addition to this, each training pupil has had a week's practice in the school-room, instructing and controlling children, under the direction of the practice teacher.

"Their class work has included psychology, physiology, methods of teaching reading, arithmetic, English language, geography, history, penmanship, music, drawing, and calisthenics. Lessons on 'forms and plants,' as bearing on primary instruction, have been given. The school is open to all those in the State wishing to prepare themselves for the teaching profession."

The generous Legislature of 1887 again showed its public spirit by establishing thirty-four scholarships, one for each county, yielding one hundred and fifty dollars apiece. They are limited to those who have not the necessary means, and are chosen by competitive examination by the State Superintendent of Education. They may be held for a year, and the holders, on completion of the course, are required to teach for one year in the common schools of the counties from which they come.

TRAINING OF TEACHERS.

In addition to the Winthrop school, there are other facilities in the State for training teachers.

There is a normal college, with a two years' course, within the State University. The head of it is Dr. E. E. Sheib, of Baltimore, who studied for five years in Germany, and received the degree of doctor of philosophy in pedagogics at Leipsic. Previous to being called to Columbia, he was for several years president of the State Normal School of Louisiana.

Clafin University, at Orangeburg, has also a normal course of three years. There is, in addition, a special teachers' class every spring for

those who cannot take the full course. Five other institutions in the State also provide normal instruction for colored teachers.

The Saturday Normal School at Charleston has a four years' course of study, with free tuition. The teachers of Columbia hold monthly meetings for the study and investigation of the principles which underlie their science.

Besides these facilities, there are the State and county institutes, which continue for a few weeks during the summer, and are conducted by skilled and experienced teachers. Often there are educators from large cities, where their opportunities have made them acquainted with the most improved methods of teaching. These institutes are usually very largely attended.

The State is also entitled to ten scholarships in the Peabody Normal School at Nashville. The recipients of this bounty are under obligations to teach for a term of years in their native States after graduation.

There are other means for pedagogical instruction less definite in character, though their influence cannot be doubted. The Carolina Teacher, a pedagogical monthly at Columbia, and the reading circles voluntarily formed among the teachers, probably reach more of those engaged in training youth than the normal schools and institutes can.

PEABODY AND SLATER FUNDS.

South Carolina has been greatly benefited by the appropriations from the Peabody and Slater Funds, but especially from the former.

The awards of these philanthropical bequests have been devoted to the aid of the public, graded, and normal schools, teachers' institutes, and for scholarships in the Peabody Normal School at Nashville, Tenn. South Carolina is entitled to ten of these scholarships, which are conferred after competitive examination, and yield the holders free tuition and two hundred dollars each per annum. It is now the settled policy of the trustees of the Peabody Fund to expend the greater portion of the income in assisting to train teachers.

While the total amount received from the Peabody endowment is large, the advantage to the State cannot be measured in money. By means of these gifts a stimulus is furnished to local effort, and new and improved methods of teaching are introduced into places that would have known nothing of them but for the exertions of the General Agent.

The present Superintendent of Education for the State, in fitting words, makes acknowledgment of the debt of gratitude for the noble munificence of George Peabody: "I need not again call attention to the beneficent results flowing from the annual bounty of the Peabody Fund. It is difficult for us to see how we should have begun our higher school work without this aid, and it is surely true that we would have been compelled to abandon our county institutes. * * * Peabody,

dead, yet lives, radiant in the grateful hearts of his countrymen, and, more valuable than all, shrined in the many humble homes where his charity has lighted the lamp of knowledge."¹

The following amounts have been disbursed by the Peabody Fund in South Carolina for educational purposes: In 1868, \$3,550; 1869, \$7,800; 1870, \$3,050; 1871, \$2,500; 1872, \$500; 1873, \$1,500; 1874, \$200; 1875, \$100; 1876, \$4,150; 1877, \$4,300; 1878, \$3,600; 1879, \$4,250; 1880, \$2,700; 1881, \$4,050; 1882, \$5,375; 1883, \$4,225; 1884, \$4,400; 1885, \$5,000; 1886, \$5,000; 1887, 4,000; 1888, \$8,000—making a total of \$78,250.²

The Slater Fund has also distributed the following sums: In 1883, \$2,000; 1884, \$750; 1885, \$3,500; 1886, \$2,700—making a total of \$8,950.³

EDUCATION OF THE NEGRO.

The education of the negro is so largely elementary that it more properly falls under the subject of public schools than elsewhere.

Slavery came in with the first settlers of the province, and the negroes increased rapidly in population, until, by the eighteenth century, they outnumbered the whites. Coming directly from Africa, they first had to learn the language, and embrace the Christian religion.

The Society for the Propagation of the Gospel in Foreign Parts was active in providing for their spiritual welfare. In 1705 the first missionary, Rev. Samuel Thomas, reported that about twenty negro slaves regularly attended church in Goose Creek Parish, and others were able to speak and read the English language. The first systematic effort made for their education was said to be the establishment of a school in 1744 by Rev. Alexander Garden, the building of which cost £308 8s 6d. This was perhaps for free negroes, of whom there were many throughout the State during the time of slavery who owned slaves themselves, and were as much affected by the results of the 9th of April, 1865, as the whites. This school was doubtless established by the Society for the Propagation of the Gospel in Foreign Parts, since it is stated in the Proceedings of the society for 1752, "that a flourishing negro school was taught in Charleston by a negro of the society, under

¹ Report of State Superintendent of Education for 1883, p. 18.

² All these figures, except for the last year, are taken from the Reports of the United States Commissioner of Education for 1885-86 and 1886-87. Those for 1888 are taken from the report of the State Superintendent of Education of South Carolina for that year. The amount for 1887 does not include the aid furnished by the Agent to public schools in the State. The last Report of the Commissioner of Education gives the sum total granted by the Peabody endowment for public schools in the ten States, but not the appropriation for each State. So the grand total would probably be several thousand dollars larger.

³ Report of the Commissioner of Education, 1885-86. There is no reference to this fund in the last Report, either of the United States Commissioner of Education, or of the State Superintendent of Education of South Carolina.

the inspection and direction of the worthy rector, Garden, by which means many poor negroes were taught to believe in God and in His son, Jesus Christ."¹

This good work was further carried on by the religious training of the negroes, on every plantation and in every household. But the idea arose that it was dangerous to educate the slaves, and this was strengthened by several insurrections, which, later, caused it to be forbidden by law to give the negro instruction in reading and writing. This act was passed in 1834, in spite of the earnest protests of many of the leading men of the State. But the God-fearing men and women, in defiance of the law and of public opinion, boldly taught some of their slaves to read, in order that they might know the way of life. A Baptist minister was threatened with expulsion from his church, but he went on with his work and overcame local prejudice.

But oral religious instruction went forward in every denomination, and "experiences" of several hours' length were reverently listened to by their devout, educated white brethren, who compared them with the visions of Ezekiel and Jeremiah. The two races sat under the same preacher and received the sacrament from the same hands. The different churches made reports of one race as regularly as of the other. Special missionaries, some of them very prominent, were sent to labor among the blacks. Every large plantation had its own house of worship for the slaves. The number of communicants, of marriages, of converts, of Sunday school scholars, of each race was reported regularly.

Their condition, while not equal to that of the working classes in the North, "compared favorably with the lower classes in many countries of Europe, at least."² All the trades requiring skilled labor were in their hands, and during Reconstruction they suddenly became orators, parliamentarians, and statesmen. With the War came the upheaval. The schoolmaster followed the soldier, and in the track of the army of destruction were erected the temples of peaceful education. On the spot where the first slave set foot on southern soil, two hundred and forty-one years later, only five months after Sumter, was established the first negro school. As the northern soldiers pushed their way down the Mississippi and gained a foothold on the Atlantic and the Gulf, the agents and missionaries of the different churches followed. Among the different agencies none were more active than the American Missionary Society, and the Freedmen's Aid Society of the Methodist Episcopal Church. The Baptists also worked vigorously, and the Presbyterians were not behindhand. In all, the amount sent by the benevolence of the North to the negro in the South, up to the present time, is over twenty-six million dollars.

The first places in South Carolina where negro schools were established were Saint Helena and Beaufort. Northern benevolence, large

¹ R. Means Davis, in *Hand-Book*, p. 523.

² *Ibid.*, p. —.

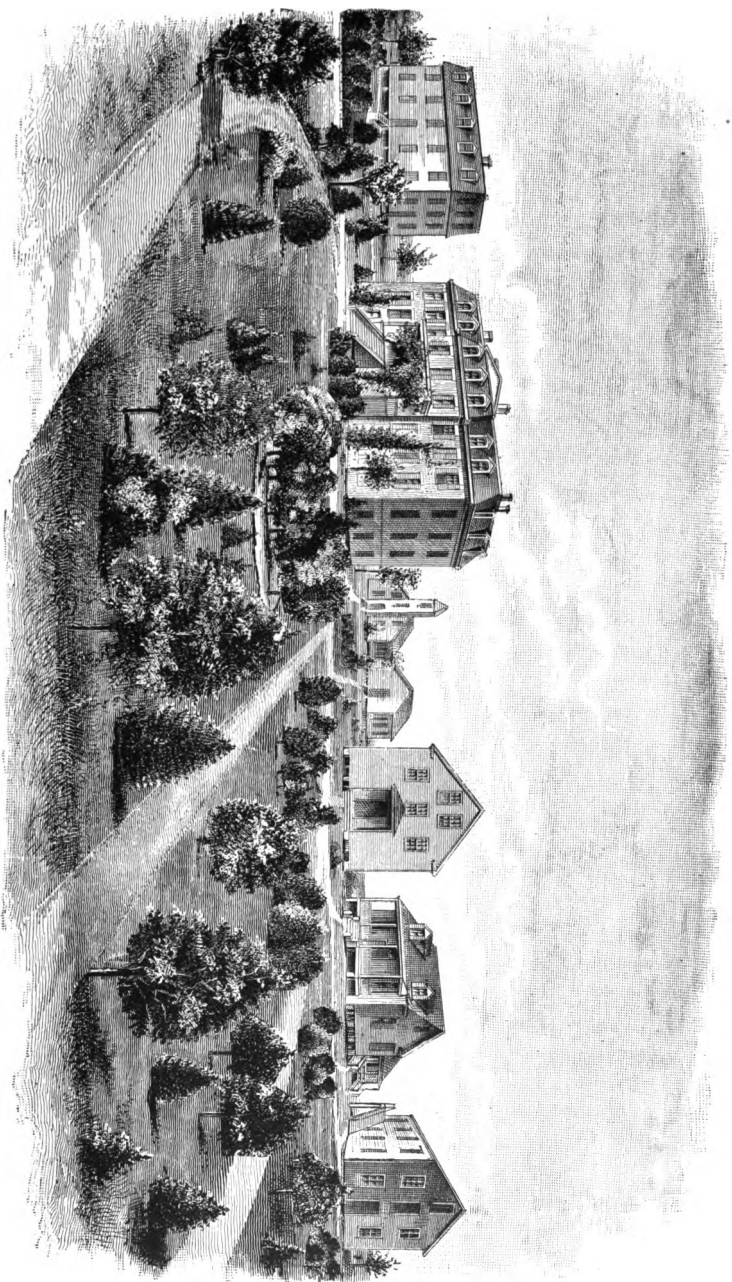
and generous as were its gifts, could never hope to do more than establish schools at widely distant points, and train a few who would be an example to the many. The general education of the masses had to be done by the people of the section, if ever done at all. On the reorganization of the State government in 1868 a public school system was provided, as far as the changed conditions would permit. The plan was thorough, but the administration during Reconstruction was inefficient. But still the enrolment of the negroes increased from 8,163 in 1870 to 103,334 in 1888.¹

But these schools give only the most elementary instruction, and can not give much of that, since the period of instruction lasts only about three months in a year. The State was so prostrated financially as to be unable to provide schools for advanced instruction, and these would probably not have been soon established without gifts from the North. The Baptists established Benedict Institute at Columbia, for the education of ministers of the Gospel, and of teachers, male and female; the Northern Presbyterian Church founded Brainerd Institute in 1874 at Chester, as a normal school, and also the Fairfield Normal Institute at Winnstorough in 1869; the American Missionary Society established Avery Normal Institute in Charleston on the 1st of October, 1865; the Freedmen's Aid Society of the Methodist Episcopal Church North purchased the buildings of the Orangeburg Female College in 1869, and opened Claflin University; the African Methodist Episcopal Church organized Allen University at Columbia in 1881; while warm friends at the North established other schools, such as the Schofield at Aiken, and the Shaw Memorial School in Charleston. None of these, of course, could have a very advanced collegiate course, and most of them do not aspire to it, but are contented to give good high school training. One of them, however, does furnish a grade of instruction almost equal to that of any white college in the State.

CLAFLIN UNIVERSITY.

In 1869 the buildings of the Orangeburg Female College (white) were bought by Rev. A. Webster, D. D., and T. Willard Lewis. A charter was obtained from the Legislature on December 18, 1869, and the institution was named in honor of Hon. Lee Claflin, of Boston, Mass. It has been largely through his aid and that of his son, the Hon. William Claflin, that the University has reached its present efficient state. The body of trustees, as provided in the charter, could never be less than seven nor more than twenty-one, and was to be self-elective. Section five of the instrument contained this provision: "No instructor in said University shall ever be required by the trustees to have any particular complexion or profess any particular religious opinions as a test of office, and no student shall be refused admission to or denied any of the

¹ Report of State Superintendent of Education, 1888, p. 43.



CLAFLIN UNIVERSITY.

privileges, honors, or degrees of said University, on account of race, complexion, or religious opinions which he may entertain: *Provided, nevertheless, That this section, in reference only to religious opinions, shall not apply to the theological department of said University.*"

The University was opened with a president and three assistants, besides several teachers in the primary department; the attendance the first year was three hundred and nine. In 1872, under the educational act of Congress, the State College of Agriculture and Mechanics' Institute was located at Orangeburg in connection with Claflin University, and a farm of one hundred and sixteen acres was provided. In 1876 the buildings, library, etc., were unfortunately burned, but they were soon replaced by structures of brick. On the change of party in 1877, the Agricultural College was made a branch of the State University, and was retained at Orangeburg in connection with Claflin University. The expenses are met in part by an income of \$5,800 from productive funds of the value of \$95,750,¹ portion of the Congressional land grant. Other assistance is given by the Slater and Peabody Funds, and by the Methodist Episcopal Church.

The departments of the University have been gradually increased. In 1877 the normal department was added, and shortly after this the grammar school, preparatory to the normal department, was established. The mechanical department, sustained by the Slater Fund, and the Girls' Industrial Home were soon provided, and good industrial training is furnished. A course in science and agriculture was instituted, and instruction in the latter is also practical.

As was to be expected from the condition of the race, the classical department is not very fully attended, there having been only eighteen students in 1886. But the work is of a high grade and thorough. For admission, plane geometry, Cæsar, Roman history, Greek grammar and history, and the Anabasis are required. The course covers four years. Latin and Greek are each studied three years; mathematics goes through conic sections, surveying, and mechanics. The other usual collegiate studies are included. The faculty now includes a president and thirteen assistants, and the attendance in 1886 reached four hundred and ten, all but two being from South Carolina. Both sexes are admitted, but there are no white students in the institution. The number of graduates reached fifty-three, of whom eleven were in the college proper and the remainder in the normal course. The expenses are marvellously low, being only about fifty dollars for the entire school year.

The Charleston News and Courier, the largest paper in the State, sent a staff correspondent to attend the commencement exercises in 1888, and gave four and a half columns to the report. The next day a column editorial was devoted to the University, in which it was said: "Claflin University is truthfully designated as the model University of the South for colored people. * * * There were ten thousand persons

¹ Report of the Commissioner of Education, 1884-85, p. 628.

at the commencement exercises. The University has seventeen teachers, fourteen superintendents, and nine hundred and forty-six students. It exceeds in size the famous school at Hampton, Va. More than five hundred students actually pay for their own education by the work of their hands. In the curriculum are six courses of study, with instruction in nine different industries, represented by the nine special schools of agriculture, carpentry and cabinet-making, printing, tailoring, shoe-making, painting and graining, blacksmithing, merchandising, and domestic economy. The University was founded by Mr. Claffin, of Boston, but it is upheld by South Carolina, which gives it both financial assistance and moral support."

Dr. Atticus G. Haygood, who delivered the address, said that it was the largest University between the Potomac and the Rio Grande, and the least expensive.

ALLEN UNIVERSITY.

This is chiefly controlled and managed by the negroes, and it is very interesting to note the high aim they have set in their efforts to educate themselves. The aim, as set forth by the Right Rev. W. F. Dickerson, is as follows: "To aid in the development of the highest type of Christian manhood; to prove the negro's ability to inaugurate and manage a large interest; * * * to train them not only for the pulpit, the bar, the sick room, and school-room, but for intellectual agriculturists, mechanics, and artisans; * * * to educate, in the fullest sense of that comprehensive word, is the work, mission, and cause for the establishment of Allen University."¹

The race has had to receive its instruction from the whites, so far. But as they are educated, they demand the places for the blacks, and very probably they will in a few years be trained by colored teachers alone. In Charleston nearly all the teachers in the colored public schools are white, and in the schools maintained there by northern charity the instructors are also of that race. In Allen University, on the other hand, the work is done by colored teachers.

¹ R. Means Davis, Hand-Book, p. 527.

CHAPTER VII.

SOUTH CAROLINA COLLEGE.

ECONOMIC BASIS FOR THE SOUTH CAROLINA COLLEGE.

Deeper down than sentiment or philanthropy or patriotism, lies the very important work of the financier, the providing of an economic basis for a great undertaking. The difficulties to be overcome in gathering funds to found an educational institution in South Carolina in the first years of this century were very great. The State had emerged from a bloody destructive civil war less than a quarter of a century before. The country was covered chiefly with tangled forests, and the population was widely scattered. There was no want, neither was there any accumulated wealth. The inhabitants were of two different classes, and there was a sharp line of distinction between the "up-country" and "low-country" people.

In every movement for extending the scope of government, no matter how apparent may be the advantages, there is a small number of people in opposition, either from innate conservatism or constitutional obstinacy. Even at this day, after the blessings of public schools are almost universally acknowledged, we find men of intelligence declaring against the system. The opposition of the conservatives was much more formidable in early times than now. This small party usually bases its position on the question of expense, and their case in South Carolina was a very strong one from this standpoint. The treasury was in an impoverished condition, and a storm had lately devastated the sea-coast.

With such a condition of affairs, it required a clear-headed financier to furnish the means necessary to found a State college, while not presenting too weak a position for the discontented party to attack. South Carolina College found such a friend in the person of one of her public men. The importance of his services in laying the financial foundation of this institution demands a sketch of his useful life.

PAUL HAMILTON.

He was descended from a line of Paul Hamiltons, his great-grandfather, grandfather, and uncle having borne that name.

The novelist and historian, William Gilmore Simms, says, "he was the friend and counsellor of Isaac Hayne, the martyr of the Revolution, and himself a Revolutionary personage of great influence."

His paternal Scotch and maternal English ancestry combined to make him a strong character. He was born at Wiltown, in Saint Paul's Parish, South Carolina, on the 16th day of October, 1762. His father, Archibald Hamilton, died when Paul was an infant, leaving him to the tender care and training of his mother. Her maiden name was Rebecca Brandford. His maternal grandmother was a Miss Cresswell, of North Carolina, whose relatives were, and still are, among the most respectable citizens of that State.

Although imbued with a deep reverence for sacred things, he was not a morbid Christian; but in his youth and all through manhood was fond of society. At school he was one of the most athletic boys of his age. In running and jumping he outdid all his comrades, and he also had an excellent reputation as a boxer. Dancing and hunting were also among his favorite pastimes. Directly after leaving school the pleasures of deer-hunting attracted him, and he spent the most of his time in the chase, and became one of the best riders in the country. That experience as a rider proved, not long afterward, of incalculable service to him.

His educational advantages were very limited, but were the best that could be obtained in his State in that primitive day. His mother taught him his letters, after which he was sent to a school "kept by a pert young Irishman named Ware, who was well qualified to bring on young children in reading and spelling." At this, his first school, he surprised and delighted his friends by reading well a chapter from the Bible when he was only six years old.

Next, he entered the principal school in Charleston, taught by one Alexander Alexander, where he also distinguished himself as a reader; from the very first day he was placed at the head of a class of thirteen boys, of whom he was the youngest and the smallest. He was gifted with a most remarkable memory, which was sadly perverted at that ill-regulated school, where the master simply used it as a means of exhibiting his proficiency in the classics. He had him translating Virgil's *Æneid* when he knew nothing of the application of the simplest rules of syntax. He was allowed to use an English translation in the preparation of the lesson, and at recitation to close the book and repeat the translation from memory.

A little arithmetic, reading, spelling, and, on Fridays, catechism were added to his course, and at fourteen years of age he began the study of Greek.

At this time, 1776, South Carolina was invaded by the British, who, under Sir Henry Clinton and Admiral Parker, threatened an attack on Charleston. Then the services of every man, even schoolmasters, were required, so the schools were all disbanded, and Paul Hamilton's mother recalled him to his country home. He had then the reputation of being a boy of great attainments and most promising genius.

There was one teacher, James Hauden Thomson, in Charleston, who

was physically unfitted for military service. At the time of the invasion of South Carolina he retired with his pupils to a small village twenty miles away, and continued teaching. Prior to 1775 he had been a teacher of reputation in Princeton College. Hamilton's mother placed him under Thomson's instruction, with whom he made rapid progress in his classical studies, and also took up geometry, trigonometry, and book-keeping. At this school he showed his strength of character. His entrance examination proved him to be totally ignorant of grammar, and caused him to be placed with boys very much younger than himself; this so mortified him that, with characteristic pluck, he applied himself to his studies by day and night, until in a short time he far outshone every other pupil in the school. It would have been fortunate for him if all the time spent at Alexander's *sham* school had been passed under Thomson's thorough instruction.

Hamilton had chosen medicine as his future profession; but his guardian thwarted the plan, and suddenly removed him from school, when he was but sixteen years of age, much against his will, and the judgment of his mother and teacher.

In a short time after leaving school he shouldered his musket, and although but a boy, at once proved himself an intrepid patriot and soldier. With an enthusiastic hatred for the British, and full of faith in the justice of the American cause, he joined the "Wiltown Hunters," the first militia company raised in his neighborhood. His first experience in battle was in an attack on a party of the enemy who were retreating southward by water, in which he was exposed to a heavy cannonade from their galleys. When over two hundred regulars broke and fled from the fire of the enemy, and a cannon shot cut off a small tree within three feet of his person, and, in a few seconds after, a charge of grape shot took down on his right hand about twenty stalks of corn, sending the shattered bits all about him, he firmly stood his ground, and was among the last to leave the field.

On this occasion his bravery was publicly commended by Major Moore of North Carolina, who congratulated Hamilton's commander on "the bravery of his little fellow." The same bravery characterized him through many bloody skirmishes, where he was exposed to great peril of life, and where many times he made miraculous escapes.

In the two sieges of Savannah he partook of all the dangers, and ultimately shared in the defeat. He was in the thickest of the fight at the attack on Charleston. He served as a volunteer under the Baron De Kalb until the 16th of August, 1780, when General Gates superseded De Kalb, and being re-enforced by bodies of militia, gave battle to the British army at Camden under Lord Cornwallis. In the defeat which followed Hamilton was among the numerous flying troops, and had several hard runs, with the British dragoons in pursuit. His skill as a rider was thoroughly tested on the above occasion, when the Americans were pursued for twenty-one miles from the battle-field.

Upon the reorganization of the army he returned to his own State with General Sumter, and participated in the campaigns of 1781 and 1782, serving with distinction, principally with General Marion, on whose staff he served for several months. He participated in the crowning victory of Eutaw Springs, in September, 1781.

During the period of rest, after the battle of Eutaw Springs, he returned to Wiltown, and laid siege to the hand of Mary Wilkinson. Here he suffered no defeat, for she surrendered to him, and, as he quaintly expressed it in his Memoir, "The 10th day of October, 1782, united me to Mary; she then turned of eighteen, and I short by six days of twenty."

After the Revolutionary struggle was over, he laid aside the duties of the soldier, and assumed those of the citizen.

To the restoration of his private affairs and the rehabilitation of the broken fortunes of his people he now devoted himself assiduously.

The close of the war entailed its duties and trials. The country was almost ruined and society was stirred to its very foundations. The accumulated wealth of a century of colonial labor and industry had been destroyed. The conditions through which the people of the State had passed are well described by the greatest of American historians in the following language:

"South Carolina moved onward to independence through the bitterest afflictions of civil war. Armies were encouraged by the government of England to pillage and lay waste her plantations, and confiscate the property of the greatest part of her inhabitants. Families were divided; patriots outlawed and savagely assassinated; houses burned, and women and children driven shelterless into the forests; districts so desolated that they seemed the abode only of orphans and widows; and the retaliation provoked by the unrelenting rancor of loyalists threatened the extermination of her people. Left mainly to her own resources, it was through bloodshed and devastation and the depths of wretchedness that her citizens were to bring her back to her place in the republic by their own heroic courage and self-devotion, having suffered more, and dared more, and achieved more than the men of any other State."¹

In 1785 his public career began, being then appointed general tax collector of Saint Paul's Parish. In the year after he was re-appointed collector, and also justice of the peace. In 1787 he served in the convention which adopted the Federal Constitution, and also in 1790 in the convention which framed the Constitution of his own State.

In 1787 he was elected to the House of Representatives and served the two succeeding sessions, and, although urged to do so, declined to be a candidate the next time.

Early in 1790 he moved from Saint Paul's to Saint Bartholomew's Parish. In 1794 he was almost unanimously elected Senator, and was re-elected in 1798.

¹ Bancroft, Chap. XIV, Vol. X, p. 300.

In 1799 he was engaged in one of the most exciting questions that ever occupied the attention of his State Legislature,—the forming of its judiciary system. He was one of a committee to meet the other House on a reform measure, the result of which was the present admirable judiciary system of South Carolina.

As his State's financier he proved himself brilliant, bearing the weight of the fiscal affairs of the Senate, as chairman of its committee on public accounts, for three years. In that position he was recognized as having built up the finances of the State, which were known to have been in the greatest confusion.

His next public position was that of Comptroller of the Treasury, to which office he was twice re-elected without opposition.

Being overtaxed, he announced his intention of retiring to private life, but his legislative friends said, "We can not yet spare you from public service, and you must give us two more years, at least, of your time as our next Governor."

On the 10th day of December, 1804, he was elected to the highest political office in the gift of his State, and discharged its duties with great credit to himself and benefit to his fellow-citizens.

The following quotation from Ramsay, the first and most authoritative historian of the State, shows very clearly how much the South Carolina College was indebted to Paul Hamilton for its economic foundation:

"The concentration of all matters relative to revenue in a head of the department had been several times proposed, but not adopted. Some could not see the utility of such an officer; others thought his salary might be saved. At length the defects of the financial system became so glaring as to induce the passing of an act in the year 1799 to establish the *office of a comptroller of the revenue*, whose duty it was, among other official details, to superintend, adjust, and settle all the former accounts of the treasurers and tax-collectors of the State—to superintend the collection of the future revenue—to direct and superintend prosecutions for all delinquencies of revenue officers—to enforce executions issued for arrearages of taxes, and suits for debts due to the State—to decide on the official form of all papers to be issued for collecting the public revenue, and on the manner and form of keeping public accounts—to examine and count over the cash in the treasury—to prepare and report at every session of the Legislature estimates of the public revenue and public expenditure—and at the same time to render fair and accurate copies of all the treasurer's monthly reports, and a true and accurate account of the actual state of each department of the treasury—to suspend from office every tax-collector who did not perform the duties of his office faithfully—to examine and compare the returns of taxable property from the different districts—to inquire into any defects or omissions—and to proceed against all persons accessory to the making false or defective returns.

"It was also made the duty of the treasurers, on receiving any public money, to give duplicate receipts; one of which was to be lodged with the comptroller. And no public money was to be paid otherwise than in conformity to legal appropriations; and no sum for more than \$100 was to be drawn out of the treasury but by the warrant of the comptroller, expressing on what account such money was due by the State. Thus everything relating to revenue was subjected to the direction and control of a single person; and all power relative to the same concentrated in his hands. The Legislature chose Paul Hamilton their first comptroller, who, besides an accurate knowledge of accounts, possessed a clear and systemizing head and a quick discernment to detect errors and frauds. After a thorough examination of the resources, debts, and credits of the State, he made his first report in 1800; and a further one annually for the four following years. These reports astonished the Legislature. They then for the first time knew their real fiscal state, and were agreeably surprised to find it much better than they expected. From Comptroller Hamilton's last report in 1804 it appeared that the balance due to the State amounted to the unexpected sum of \$754,755.

"This flourishing condition of the public finances led to two important state measures. The richness of the treasury encouraged the Legislature to subscribe three hundred thousand dollars in stock to the State bank, and to *establish and endow the South Carolina college at the new central seat of government*. The clear gains of the former, which accrued to the State from the excess of bank dividends over interest on six per cent. stock, were sufficient to defray the expenses of the latter. The State may be said to have acquired for its citizens the advantages of both institutions for nothing, as they were carried into effect without imposing upon them any additional burdens. *After five years' faithful service*, in which Paul Hamilton introduced the same order into the finances of the State which had been done by his illustrious namesake for the United States, he was honored by his grateful country with the highest State office in its gift."¹

His executive and administrative talents were of such high order that he was promoted from the field of State politics to that of the Federal Government. In 1809 he was invited by James Madison to a seat in his Cabinet, and the high estimation in which the President held him is seen in the following letter to him upon his resignation as Secretary of the Navy:

"WASHINGTON, December 31, 1812.

"DEAR SIR: I have received your letter of yesterday signifying your purpose to retire from the Department which has been under your care.

"On an occasion which is to terminate the relations in which it placed us, I can not satisfy my own feelings, or the tribute due to your patriotic

¹ From History of South Carolina, Ramsay, Vol. II, pp. 192-194.

merits and private virtues, without bearing testimony to the faithful zeal, the uniform exertions, and unimpeachable integrity with which you have discharged that important trust, and without expressing the value I have always placed on that personal intercourse, the pleasure of which I am now to lose. With these recollections and impressions, I tender you assurances of my affectionate esteem, and my sincere wishes for your welfare and happiness.

“JAMES MADISON.

“TO PAUL HAMILTON, ESQ.,
“Secretary of the Navy.”

After his resignation he returned to South Carolina and devoted himself to the improvement of his estate. He died of country fever, on his plantation, June 30, 1816, when still comparatively a young man, and in the full possession of all his faculties. He was buried at Whale Branch plantation, near Beaufort, S. C. His grave has been enclosed with an iron railing, by the order of the Navy Department, since the late Civil War.¹

NEED OF A COLLEGE.

As seen before, the colleges founded by the State had all failed as colleges. Charleston College was the only one with any pretence to such title, and it was pronounced by Governor Drayton, in 1801, as “not entitled to a higher appellation than that of a respectable academy or grammar school.”²

Not only was a college needed for the purposes of education, but for uniting the two sections of the State. In the words of a present professor in the State University, “South Carolina is practically the offspring of two distinct streams of settlers, the one flowing over the lower country between the years 1670 and 1750, the other settling the country above Columbia, but not beginning till about 1750.”³ A feeling of antagonism grew up between the two sections.

The lower section had the wealth and the educated men, chiefly trained in Europe; the upper had the population, with slowly increasing wealth, and the people of this section began to demand a share in the government. By the Constitution of 1791 they had not received their proportion of representatives, but they had never ceased their demands. The lower country was fearful of intrusting the management of affairs to an uneducated people, and wisely concluded that it was

¹ One of his sons, Lieutenant Archibald Hamilton, was killed on board the “President” in the engagement between that vessel and the British fleet off the shores of Long Island, January 15, 1815, after the treaty of peace between Great Britain and the United States had been signed by the commissioners of the respective countries.

It is a singular coincidence that three of his great-grandsons, Captains Paul Hamilton, Paul Hamilton Seabrook, and Paul Hamilton Waring, all bearing his name, should have fallen in the late Civil War between the States.

² La Borde's History of South Carolina College, p. 8.

³ Address at Winnsborough, September, 1886.

best to afford the means of improvement, until they were fitted to assume control.

The first steps toward this had been made at the founding of Mount Zion Society in 1777. This was done in Charleston, chiefly by men of wealth and public spirit in that city. The school was to be located one hundred and fifty miles from them, in the northern part of the State. The preamble of the act declares :¹ "Our country calls, nay, the voice of reason cries aloud to us to promote knowledge as the firmest cement of a State; and conscience insists that it is our indispensable duty to instruct the ignorant in the principles of Christianity." This sentiment recognizes the feeling between the two sections.

FOUNDING OF THE COLLEGE.

All this strongly pointed out the necessity of a college, and to Governor Drayton belongs the credit of beginning the movement for its establishment. Unfortunately the records are very meagre as to the founding of the institution. The newspapers of the time give no local news at all, and very little of any sort, but consist chiefly of short editorials on politics. Governor Drayton in his message of November 23, 1801, recommended the measure for the establishment of a college at Columbia. He called attention to the failure of the five colleges already incorporated by the Legislature, some of which existed only in name, and the others were no better than grammar schools. In the Legislature Chancellor De Saussure deserves the most honor. There was some sharp opposition, even from the upper country, for whose benefit the act was very largely intended. This opposition continued for some time afterward, as the following year two petitions for the repeal of the act were received "from many inhabitants" of an up-country district, and even yet some dissatisfaction is manifested.

The committee recommending the passage of the bill was composed of Thomas R. Smith, Col. W. B. Mitchell, Colonel Mays, Mr. Horry, Thomas Smith, Colonel Kershaw, Mr. Bennett, General Anderson, and Mr. De Saussure. The bill was entitled: "An act to establish a college at Columbia." The preamble sets forth clearly the object of the bill, and reads: "Whereas, the proper education of youth contributes greatly to the prosperity of society, and ought always to be an object of legislative attention; and whereas, the establishment of a college in a central part of the State, where all its youth may be educated, will highly promote the instruction, the good order, and the harmony of the whole community." The act provided for thirteen trustees elected by the Legislature every four years, and for several of the State officers to be trustees *ex officio*; they were to report to the Legislature annually. The sum of fifty thousand dollars was appropriated for a building, and six thousand dollars annually for current expenses. The last section provided that the college should be located at Columbia.²

¹ Statutes of South Carolina, Vol. IV, p. 381.

² See Statutes at Large, Vol. V, p. 403.

The act was ratified December 19, 1801, and the trustees organized and began the work of choosing a site and electing professors.¹ They "selected a beautiful eminence to the south-east of the city, commanding a view of the country for many miles around, * * * affording to the north and west a prospect of the capital of South Carolina, one of the finest villages in America, with a population of three or four thousand inhabitants, and as refined a society as our country affords, and overlooking to the south an immense forest of twenty or thirty miles in extent, and now and then interspersed in the uniformity of its appearance by some great cotton field that stretches itself along the immense plains through which the Congaree winds its way between its willowy banks."¹

INFLUENCE OF THE COLLEGE.

As the college was founded largely to unify the State, it was very satisfactory to know that the result was attained. Students came in from every section, and in a few years nearly every county was represented. Of hardly another college in the State can such a thing be said. South Carolina College was founded as a State institution, and this purpose has been kept in view very clearly by the trustees ever since.

In order to get the appropriation for the reorganization in 1880-82, some of its friends urged the advantages of northern patronage, and possibly some votes were influenced by this. But such patronage never came, and very few students have attended from other States. But inside the State it has by far the widest clientage. While the other colleges are limited to the denominations that support them, it has drawn its students from all denominations. In the session of 1885-86, Presbyterians, Methodists, Episcopalians, Baptists, Lutherans, Catholics, Jews, and those adhering to no church were all represented, in the above order of their respective numbers. In this same session thirty out of the thirty-four counties were represented.

But it is especially in the great work of uniting the sections that its good results have been so clearly shown, while its benefits to the State have not been less clear. Gov. J. P. Richardson, who was instrumental in founding the Citadel Academy, in his message of 1842 declared that "the attainments of a single class, the acquirements of one only of its ripe scholars, the fruit of a single one of those great minds * whose energies it has developed, would not only compensate for all the patronage which has been extended to it, but is immeasurably more valuable to the State than the results of all her other benefactions to advance the progress of education." Gov. J. H. Adams, fourteen years later, agreed exactly with Richardson. At the celebration of the semi-centennial of the college in 1854, one of its most distinguished graduates, James L. Petigru, said: "As to the past, there is much ground

¹ North American Review, Vol. XIV, p. 312.

for gratulation in the effect which this college has had in harmonizing and uniting the State. In 1804 sectional jealousies were sharpened to bitterness, and there was as little unity of feeling between the upper and lower country as between any rival States of the Union." And only a few years ago, in 1885, at the Citadel Academy, Gen. Ellison Capers defended the Academy, because "with the university at Columbia it is a unifying agency *uniting our people*." Under the logic of events this hardly seems necessary any longer, but in early times it was an important factor in the development of the country. The State was organically divided, having two treasuries, and the feeling was carried into politics.

Another fact was, it helped to weaken *sectarian* feeling, as was pointed out by President J. H. Thornwell, in his letter in 1853. Traces of this feeling still appear in the apportionment of the State offices.

In the opinion of W. J. Rivers, who became professor in 1856, the college was chiefly useful in raising the standard of the academies, developing a high sense of honor among the students, and inspiring an appreciation of literary and scientific attainments among a people largely agricultural.

The college enjoyed a reputation equal to that of the famous University of Virginia in developing a high sense of honor among the students. The boys were turbulent, defiant, and at times revolutionary, but they would not cheat in examination, or take a mean advantage of professor or student. By tacit understanding, they ostracised any of their number who so degraded themselves.

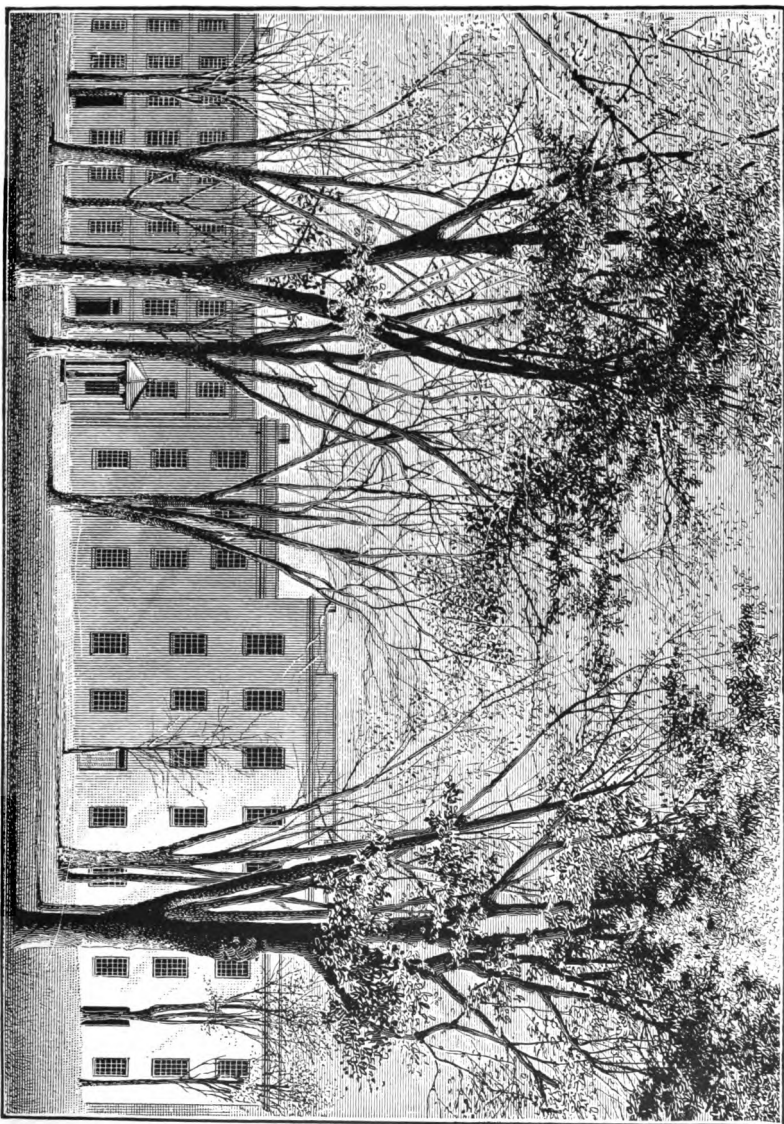
ORGANIZATION AND OPENING OF THE COLLEGE.

The trustees set earnestly to work, and erected the building for the college and a house for the president. They fixed the latter's salary at two thousand five hundred dollars per annum, and that of the professors of mathematics and natural philosophy at one thousand five hundred dollars each, while the others were to receive only one thousand dollars each. A president and three professors were elected,—a professor of mathematics and natural philosophy, a first and a second professor of languages. The first and third resigned, and the college opened January 10, 1804, with a faculty of two.

The first person to matriculate was William Harper, who afterward became very eminent at the bar of the State. The number for the entire session was only forty-six. The places of the two professors who resigned were filled during the year.

JONATHAN MAXCY.

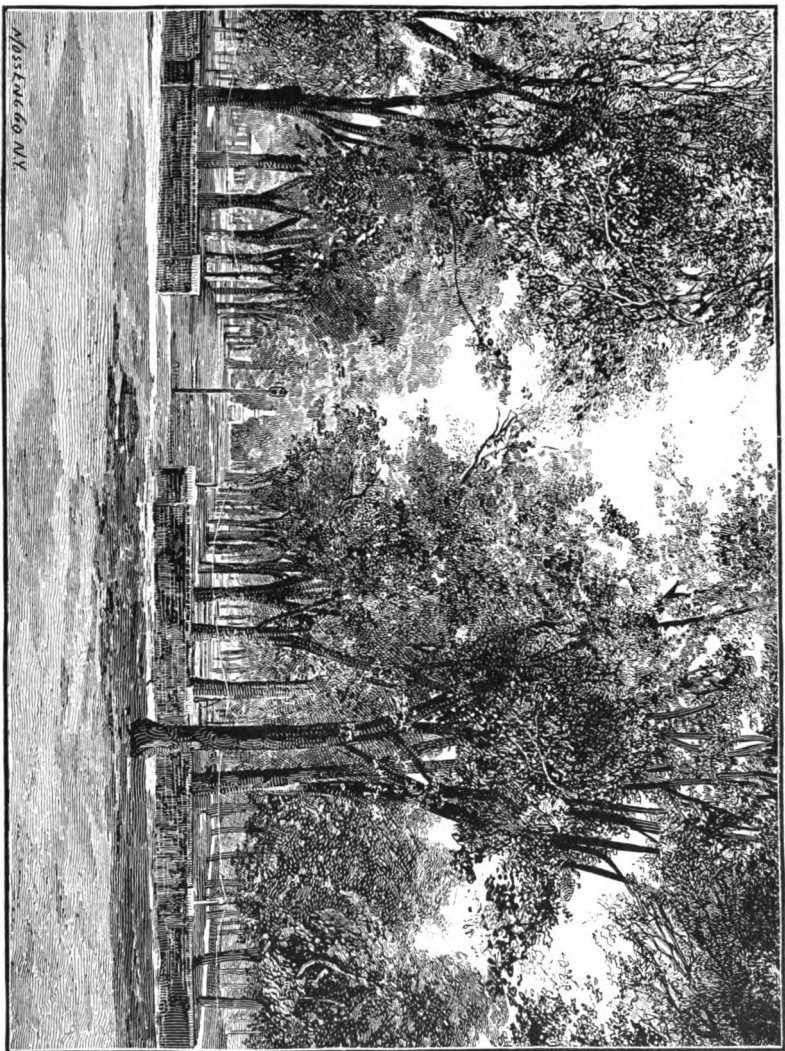
The president was a man of prominence and ability. If early success in life is taken as a standard of one's greatness, then Jonathan Maxcy can lay claim to it as well as any man. He was born in 1768, and came



ELLIOTT COLLEGE.

SOUTH CAROLINA UNIVERSITY.

HARPER COLLEGE.



FRONT VIEW OF CAMPUS, SOUTH CAROLINA UNIVERSITY.

from a good Massachusetts family, his grandfather having been a member of the Colonial Legislature. At the age of fifteen he entered Brown University, where he distinguished himself by carrying off the highest honors on graduation. He was made tutor in the college, and then entered the Baptist ministry, but was finally elected president of his *alma mater* at the age of twenty-four. His administration of Brown University was highly successful, and in 1802 he became president of Union College, and finally, in 1804, of the South Carolina College, which position he occupied until his death, in 1820.

He was not a man of great scholarship, but had executive abilities of no mean order. He was successful in building up the young institution, the third to which he had been called. He was in conflict at one time with the board of trustees, and subsequently a resolution of censure was passed on him. But he defended himself with so much skill that the whole matter was dropped. He was progressive and energetic, and enlarged the course of study of the college. He made recommendation for the study of chemistry, and asked for an appropriation to this effect. He advised the addition of a law course, but the plan was not executed until the close of the Civil War.

COURSE OF STUDY.

The courses of study were fixed by the board of trustees at an early date after the organization of the college. It is not to be supposed that this course was inflexibly followed, since there is proof given by the reports of the presidents showing that it was not strictly adhered to. But it is of value as showing the high aims of the young school. The whole course comprised four years. The following curriculum, taken from the official records, shows the aims of the college:

"SEC. 1. There shall be established in the college four classes, which in their succession shall bear the usual titles of Freshman, Sophomore, Junior, and Senior.

"SEC. 2. For admission to the Freshman class a candidate shall be able to render from Latin into English, Cornelius Nepos, Sallust, Cæsar's Commentaries, and Virgil's *Æneid*; to make grammatical Latin of the exercises in Mair's Introduction; to translate into English any passage from the Evangelist St. John, in the Greek Testament; to give a grammatical analysis of the words, and have a general knowledge of the English grammar; write a good, legible hand, spell correctly, and be well acquainted with arithmetic as far as includes the rule of proportion.

"SEC. 3. Candidates for admission to any of the higher classes, in addition to the foregoing qualifications, shall be examined in all the studies that have been pursued by that class since the commencement of the Freshman year.

"SEC. 4. The studies of the Freshman year shall be the Greek Testament, Xenophon's *Cyropædia*, Mair's Introduction, Virgil, Cicero's Orations, Roman Antiquities, arithmetic, English grammar, and Sheridan's

Lectures on Elocution. A part of every day's Latin lesson shall be written in a fair hand, with an English translation, and correctly spelled.

"SEC. 5. The studies of the Sophomore year shall be Homer's *Iliad*, Horace, vulgar and decimal fractions, with the extraction of roots, geography, Watts's *Logic*, Blair's *Lectures*, algebra, the French language, and Roman Antiquities.

"SEC. 6. The studies of the Junior year shall be Elements of Criticism, geometry, theoretical and practical astronomy, natural and moral philosophy, French, Longinus de *Sublimitate*, and Cicero de *Oratore*.

"SEC. 7. The studies of the Senior year shall be Millot's Elements of History, Demosthenes' Select Orations, and such parts of Locke's *Essay* as shall be prescribed by the faculty. The Seniors also shall review such parts of the studies of the preceding year, and perform such exercises in the higher branches of the mathematics, as the faculty may direct.

"SEC. 8. From the time of their admission into college, the students shall be exercised in composition and public speaking, for which purpose such a number as the faculty shall direct shall daily, in rotation, deliver orations in the college hall. There shall also be public exhibitions, and competition in speaking, and other exercises, held at such times and under such regulations as the faculty shall require; and every member of the Senior class shall, at least once each month, deliver an oration of his own composition, after submitting it to be perused and corrected by the president."

There was a gradual evolution of this course. In 1810 the first report of the president that is recorded (November 10th) shows that conic sections, trigonometry, logarithms, and mechanics had been added to the course, and also lectures on chemistry to the Senior class.¹ This report also urges the appointment of a professor of chemistry, and one of law to deliver lectures to the two upper classes. The suggestion with regard to the professorship of chemistry was followed the next year by the election of C. D. Simons to the chair. The professorship of law was not established until 1866.

The report of the standing committee of the board of trustees on November 30, 1815, contains some very interesting suggestions and facts. They wished to keep the college on a footing with northern institutions, and urged on the board the propriety of establishing professorships of political economy, elocution, and belles-lettres, of raising the requirements for admission, in order that a more liberal course in the sciences might be given, but earnestly advised the appointment at once of a professor of mineralogy. Owing to want of funds these suggestions were not carried out, but they show the advanced views of the men who had charge of the school.

From the report of the examinations it is seen that Evidences of Christianity had been added to the list of studies. But in the two upper

¹ La Borde, p. 42.

classes, it is also seen from this report, there were no studies in Latin and Greek.¹ Thomas Cooper in 1822 had regretted the slight attention paid to the ancient languages, and very sensibly declared that a short course of study was worse than none, and stated that these languages at first had been studied only during the Freshman year, but rejoiced that this had been remedied by requiring a four-years' course, though the selection of authors was still limited.²

This slight attention to Latin was not remedied until after 1820, for in that year the president reported the course of study, and no Latin or Greek appears in the last two years.³ The entrance examinations were the same, except that St. Luke and the Acts of the Apostles were added. In the Senior year, Butler's Analogy, metaphysics, and mineralogy were also added. In 1820 the ever-active Thomas Cooper recommended the establishment of mineralogy and geology into a separate chair. This was done, and Lardner Vanuxem was elected professor at a salary of one thousand dollars.

The faculty in 1829 recommended the appointment of a teacher of the Hebrew, Arabic, and modern languages, and it was done at the end of the year. The following resolution, which was passed December 28, 1829, at a meeting of the faculty, shows the feelings and position of the faculty with regard to a knowledge of Latin: *Resolved*, unanimously, 'That in future no certificate shall be accepted from any teacher unless written in Latin. Also that applicants for admission shall address themselves in writing in the Latin language to the faculty, and this exercise shall be performed in the presence of the faculty.'⁴

COURSE IN 1836.

Thomas Cooper brought the college to the brink of ruin, and when he was removed, in 1834, and R. W. Barnwell was elevated to the chair, there was a reorganization. In 1836 the requirements for admission were raised, and now were added fractions and extraction of roots, and one book of Homer. To the regular course were added Davies' Mensuration and Surveying, descriptive geometry, fluxions, Tytler's History, and political economy, and the study of the classics was carried through the four years, several new authors being added. To counteract the influence of Cooper's teachings, the "department of sacred literature and evidences of Christianity" was established, with Bishop Elliott as professor.

From this time there was little change in the entrance examinations and in the ancient languages, but, in common with other colleges, the South Carolina College widely extended the course in mathematics and the sciences. The other institutions began a system of electives,

¹ La Borde, p. 77.

² North American Review, Vol. XIV, p. 313 (1822).

³ La Borde, pp. 96-7. The date is there given as April, 1810, but from the remarks following he must have meant 1820.

⁴ La Borde, p. 146.

and this makes it difficult to compare the courses of study, as there were practically no electives in this college; the entrance qualifications furnish almost the only fair measure for the standard under such circumstances. The requirements for entrance in 1862 appear high, even at the present day.

The examinations for entrance were all written, and the "requirements * * * were strictly enforced," says Prof. W. J. Rivers, of the college.¹

For purposes of comparison the requirements for admission are given for the South Carolina College, Harvard, Yale, and Columbia.

REQUIREMENTS FOR ADMISSION COMPARED WITH THOSE OF THREE, NORTHERN COLLEGES.

South Carolina College, 1862.	Harvard, 1862.	Yale, 1862.	Columbia, 1864.
Arithmetic	Arithmetic	Arithmetic	Arithmetic.
Algebra (Loomis, to Sec. XVIII).	Algebra	Day's Algebra	Algebra.
.....	First Lessons in Geometry (Hill's).	Playfair's Euclid (two books).	.....
Sallust	Virgil	Cicero (seven orations).	Cæsar's Commentaries.
Virgil (Georgics, Bucolics, six books of Æneid).	Cæsar's Commentaries.	Virgil (Georgics, Bucolics, six books of Æneid).	Cicero (six orations).
Cicero (eight orations).	Cicero's Select Orations.	.....	Virgil (Æneid, six books).
Arnold's Latin Prose.	Latin Prose.	Latin Prosody and Prose.	.....
Latin Prosody.	.....	.....	.....
Kühner's Greek Exercises.	Greek Reader (Felton's).	Jacob's Greek Reader ..	Jacob's Greek Reader.
Jacob's Greek Reader.	Homer's Iliad (three books).	Anabasis (three books).	Anabasis (two books).
Homer's Iliad (six books).	Anabasis (all).	.....	Iliad (two books).
Xenophon's Anabasis (six books).	.....	.....	.....
Mitchell's Geography	Mitchell's Geography ..	Geography .....	.....
Morse's Geography.	.....	.....	.....
.....	Smith's Smaller History of Greece.	.....	.....
.....	History of Rome.	.....	.....

COURSE IN HISTORY AND POLITICAL ECONOMY.

If there were any branches in which the college was abreast of the most advanced in the country, it was in the above two. Its second president had published a text-book on political economy in the earlier part of the century, among the first ever published in this country. The study of oratory, of government, and of politics was almost a necessity with southern youth. They were almost confined to the learned professions. The circumstances of their life turned their chief attention to politics and government. No other weapon could so wield an influence as eloquence. Debating societies were almost a necessity of their college life. Nearly all the colleges recognized this and furnished halls for them and encouraged the cultivation of public speaking. The ambition of the youth was chiefly to enter public life, and lead the people by oratory. Not much attention was paid to literature; in fact, the few authors they had bitterly complained of the neglect of their writings.

¹ National Educational Association, 1876.

Southern life demanded a knowledge of history, of politics, and of the basis of government. The far-seeing educators saw this need of the South and provided for it. They furnished courses that would give training in language and a command over words. The classical course, as has been seen, was very fully developed, and much attention was paid to rhetoric. Their first president, in his report of 1810, spoke of the study of ancient history by the Senior class. In 1815 the standing committee of the board of trustees advised the establishment of a professorship of political economy. It is, of course, hardly known, but this is probably the first serious proposal for such a purpose in the United States. It clearly illustrates the tendency of the Southern mind toward all those subjects that are connected with a broad statesmanship. Nothing was done toward establishing a full professorship of economics for some years after. Elocution, composition, and public speaking before the faculty were required of all. The ever-busy and active Thomas Cooper, who wrote a work on political economy, gave lectures on the subject to the members of his classes. In 1823 he was asked by the faculty to teach metaphysics, but he suggested political economy instead. His suggestion was accepted, and the following year he commenced his lectures on this subject, and by the end of his term a regular chair of political economy and history had been established.¹

A full professorship of history and political economy was established in 1835, with Francis Lieber as professor. Even politicians showed their interest in the subject. George McDuffie, when Governor in 1836, in his message took ground against the exclusive study of the classics, as tending to disqualify young men for "the rugged realities of life." "To counteract this tendency, a concise popular history of our own country, written in a pure, simple style, and a clear exposition of the great fundamental principles of our government, should be introduced into all our grammar schools. * * * It should be provided in the regulations of the college that no young man should enter the Sophomore class who could not stand an examination on the historical narration, nor the Senior class who could not stand examination on the political exposition." This undoubtedly had its effect, since the catalogue of 1838 shows that history was studied for four years, instead of two years, as had previously been the case.

In 1843, besides the full professor of history and political economy, the subject of "politics" was studied under another professor in the Senior year. Four years later the catalogue is more definite, and it is seen that the Freshmen studied ancient history; the Sophomores, history of the Middle Ages; Juniors, modern history and political philosophy; while the Seniors enjoyed the benefit of Lieber's instruction in political economy and political ethics. The faculty required history and geography for entrance, and urged that the best method to give instruction

¹La Borde, p. 158.

in "ancient geography is always to use an atlas in the reading of Greek and Latin authors."

There has been but little change in these courses since then to the present time; a fuller course of history is now given in the first two years, political economy in the third year, and constitutional law in the fourth.

EXAMINATIONS.

In the early years of the college, all examinations were public and oral, and probably continued so during the half century to 1854. About 1851 one of the board of visitors, in his report, approved very cordially of the mode of written examinations. The year following Dr. Thornwell, the newly-elected president, proposed that the examinations be held in writing, in order that they might be thorough. "*The plan of written examinations has been pursued from that day to the present.*"

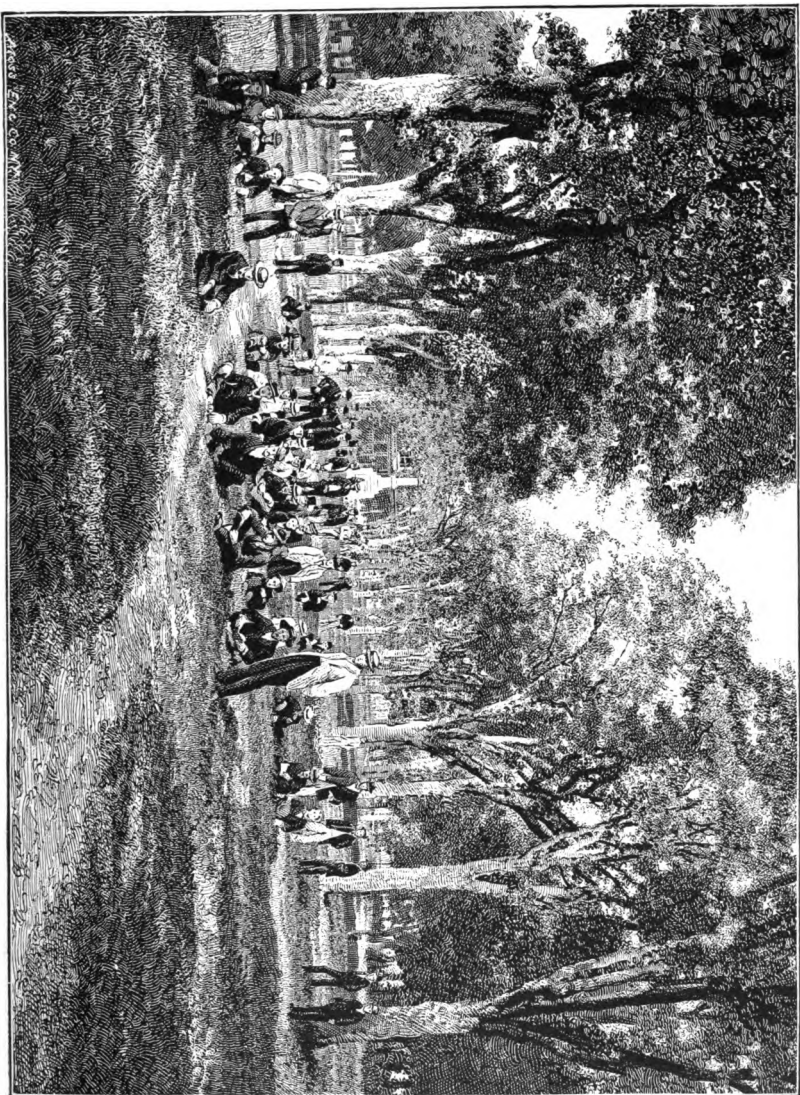
HONORS.

The two chief honors were the first and second places in class standing, and to these places were awarded the valedictory and salutatory, respectively. After 1821 these were changed in grade. About 1853 the number of honors was increased by dividing the students into three grades. Those in first grade received *honors*, those in second received *distinctions*, the third simply passed. The faculty had reached this method by dividing all studies into two departments, one comprehending "all the studies which may be said to depend on moral evidence;" the second, those sciences "which depend on experiment and demonstration." The students who were distinguished in both branches were put into the first grade; those distinguished in one only were put into the second; while the others simply passed. At present the scheme of two departments is omitted, and the honors are dependent on the general average of the course, while the two grades now receive "honors" and "appointments." Medals were given during some years for excellence in some special branches, one of which was elocution. They were worth about fifty dollars each. The degree of B. A. was conferred from the beginning, and later that of M. A. was added. The usual honorary degrees were conferred, but not lavishly. That of LL. D. was given only nine times up to 1862, and only to such men as Gessner Harrison, W. H. Trescott, and Joseph Henry.¹

SCHOLARSHIPS.

The college was the work of the State, and looked to the State alone for aid. Its expenses have been met by State appropriations and tuition fees from the beginning; with but few exceptions, nothing has ever been received from any other source. Some gentlemen have given their

¹W. J. Rivers, National Educational Association, 1876.



CAMPUS OF SOUTH CAROLINA UNIVERSITY.

private libraries, and some have founded scholarships. The State of course founded none, except for a few years during Reconstruction.

In 1862 there were five scholarships, yielding an aggregate annual income of one thousand five hundred and forty dollars. At present these only exempt the holders from the annual tuition fee, which is very small. The two literary societies each had a beneficiary, and sometimes a class supported a member.

In the Free School Act of 1811, it was provided that one boy from the Orphan House in Charleston should be sent to the college free of all expense. R. F. W. Alston, who took such a deep interest in the education of the day, recommended, in his message in 1858, that the college put a scholarship at the disposal of each of the following institutions: Charleston College, Furman, Wofford, Erskine, Saint John's, and Mount Zion; but nothing came of it. In 1862 the faculty were allowed to receive free of tuition one scholar from each judicial district, sent by the commissioners of free schools within that district.

In 1865, on the inauguration of the university plan, a free scholarship was given to each election district, to be awarded by the vote of the members of the Legislature from that district. In 1873-74 one hundred and twenty-four scholarships, yielding two hundred dollars each, were established by the Legislature, one for each member of the House of Representatives. These were awarded on competitive examination. This was all abolished in 1876.

Tuition had been charged in the college down to its reorganization in 1880-82. Thomas Cooper had urged during his presidency, that as there was no charge for elementary education, there should be none for collegiate. Owing to the opposition of the denominational colleges for the past few years, it was decided that there should be a charge for tuition, though Cooper's argument would apply as strongly now as ever. The tuition fixed by the last Legislature in 1886 can be remitted for poor boys at the option of the faculty.

At present there are six tutorships (fellowships), which are given to graduate students, who are expected to pursue graduate work under the direction of the faculty, and teach in certain branches.

THOMAS COOPER.

Thomas Cooper and Francis Lieber are prominent among the men connected with the South Carolina College who have made a reputation for themselves beyond the limits of the State. While the former cannot be compared with the latter in the lasting impression of his work, he was much more widely known in the State, and he left a mark on the history of the college more enduring than Lieber's. To-day the college feels the effect of Cooper's labors, though at one time it almost failed, through his opposition to religious beliefs generally received.

When the college had been fairly started, it enjoyed the support of the whole State, as the denominational colleges had not then been es-

tablished. At the present day, some of the friends of these institutions charge that Cooper is the cause of their having been founded, as parents were afraid to send their sons to a school whose president derided their most cherished faith. Each denomination founded its own institution, rather than have the young men trained under the influence and teaching of Dr. Cooper.

On the death of Maxcy, Cooper was made temporary president, and a year later became permanent head of the college.

Thomas Cooper was born in London, in 1759, and was educated at Oxford, where he paid much attention to the classics, though his inclination was for the sciences. His was the outgrowth of that revolution in thought and feeling which culminated in the French Revolution. He imbibed the views of the revolutionists and went to France, where he was closeted with Robespierre, Pétion, and other Jacobin leaders. He ran against the Duke of Orleans for a seat in the Convention. He stayed in Paris four months, and in after years he said this was the happiest time of his life; that in these four months he lived four years. For this visit to France he was severely attacked by no less a person than Edmund Burke in the House of Commons. He defended himself with vigor and strength, but was refused the privilege of publishing his defence in cheap pamphlet form, as the Attorney-General feared it might have a bad effect on the lower classes.

He came to America and settled as a lawyer in Pennsylvania. His bold revolutionary nature carried him into the politics of this country, and of course against the repressive Alien and Sedition Acts of John Adams. For a violent attack on this President he was sentenced in 1800 to a fine of four hundred dollars and imprisoned for six months.

One of the counts in the indictment was based on a statement in one of Cooper's newspaper articles, that the President "was but in the infancy of political mistakes." In 1825 Cooper petitioned for a restitution of the fine, basing his argument on the unconstitutionality of the acts, and a few years before his death the fine was refunded with interest.¹ It

¹A collection of Cooper's letters to Hon. Mahlon Dickerson has lately come into the possession of Mr. William Nelson, of New Jersey, and through his kindness the author has been permitted to examine them. The references in this correspondence show that Cooper labored long and unceasingly for this restitution.

It is also very clear that he did this as a matter of principle, and not for the sake of the few dollars that he might get by it, though he admits that the amount of fine and interest would be a "windfall" to him. He considered that his fine and imprisonment represented an attack on the liberties of the people, and that the wrong should be righted for that reason, and not for any personal advantage to himself.

In his letter of January 31, 1826, he writes to Mr. Dickerson: "Pray do not let any personal interest in the question form the slightest obstacle to an expression of opinion on the part of the Legislature. Do justice to the public and give me up without scruple. The whole doctrine of libel is founded on judicial legislation, beginning with the star-chamber case *de Libellis*, famous, reported by Lord Coke, and matured by the adherents of government till it is now too heavy for the people to bear."

Again, two weeks later, on February 13th, he writes to Mr. Dickerson: "Do not

was probably Cooper's boldness that led President Adams afterward to refer to him as "a learned, ingenious, scientific, and talented mad-cap."¹

After his release from jail he was appointed land commissioner and afterward judge. From this office he was removed in 1811 for arbitrary conduct. He had held the office only five years when he was impeached by the Senate of Pennsylvania for many small acts of petty tyranny. He had imprisoned a man for not pulling off his hat; he had committed three persons for "whispering;" and it was a regular thing with him to browbeat counsel, witnesses, and parties to a suit. By a vote of fifty-nine to thirty-four a resolution was passed requesting the Governor to remove him from office.² The wonderful versatility of his genius is again illustrated by the powers he displayed in some of his judgments. His decision in one case was recommended by Judge Brack.

let any personal interest in the petition stand in the way to bar (?) any public measure for a moment. If you can carry any measure (?) or any resolution valuable to the public by giving up my petition, do not hesitate a moment. What I want is, to impress the public out-of-doors with the absolute necessity of full and free discussion of every question within the range of human inquiry in order to arrive at truth. The whole doctrine of libel is in direct hostility with the improvement of mankind. I know of no question so important as the right of free discussion, untrammelled *a priori* and subject to no punishment for its exercise."

A hasty perusal of these letters, though they are few in number, increases our respect for the extent of Dr. Cooper's acquirements, and the activity of his interest. We are astonished that this chemist and mineralogist kept up so closely with both State and national politics, observed so acutely the tendency toward centralization, expressed fears against opening the door too widely for bench legislation, lest "twenty wagon-loads of all kinds of decisions may enter," referred to Mill's essay on the right of free discussion, passed opinions on legal articles in the *Westminster Review*, and read Bentham's work on jurisprudence. He is afraid that in the debate something will be said about the common law, and he begs his friend to look up the definition of that term "given by Willis, Astor, Yates, and Mansfield in the great case of literary property, *Miller and Taylor vs. Burrowes*, twenty-three volumes."

Mr. Webster and the government party had raised the point against granting Cooper's petition that it would be an interference with a judicial decision. Cooper wrote a long letter to his friend Dickerson containing an argument under four heads which would enable him to meet this objection. In his reasoning he showed a thorough acquaintance with the Constitution and with constitutional law.

Our surprise at the versatility of the man becomes still greater when we see that in the midst of all this distraction, he could write: "I have heard nothing yet concerning the two boxes of minerals from Dr. Fowler's and your house. These interest me, I believe, full as much as the petition."

"Other letters in this valuable collection contain some of Cooper's opinions on Christianity.

The life of this lawyer, politician, chemist, mineralogist, thinker, radical, educator, would be an interesting chapter in American history, and would form an important addition to educational and economic science. The material can be gathered through the kind co-operation of Cooper's admirers, and by patient search in the libraries, and it is likely that this work will be done in the next few years.

¹ Dictionary of National Biography.

² F. Wharton's *State Trials of the United States*, pp. 659-681.

enridge to every American student of law, "as a model which deserved to be admired."¹

He then applied himself to chemistry, in which he had already made some discoveries, and was elected professor of chemistry in Dickinson College, Carlisle, and later in the University of Pennsylvania. He soon made a reputation in this study. He was an intimate friend of Priestley, and kept abreast of the progress of the science in Europe. He had discovered how to make chlorine from common salt, and had been a bleacher in England.

He was chosen by Jefferson for the newly-founded University of Virginia, but his Unitarian views were so distasteful to the orthodox party that he resigned.² In 1819 he was elected professor of chemistry in the South Carolina College. He took control of the college as president a year later, with every prospect of success. He had made a fine reputation while teaching chemistry for one year, and many felt that it was an excellent choice; but he received only ten votes out of the nineteen trustees.

PERSONAL APPEARANCE.

One of his old pupils, J. Marion Sims,³ the famous gynæcologist of New York, described him as "considerably over seventy years old—a remarkable looking man. He was never called Doctor Cooper, but old 'Coot.' 'Coot' is the short for 'Cooter,' a name generally applied in the South by the negroes to the terrapin, and the name suited him exactly. He was less than five feet high, and the head was the biggest part of the whole man. He was a perfect taper from the side of his head down to his feet; he looked like a wedge with a head on it." A bust of him in the college shows a head almost a parallelopiped. It is the "squarest head" one ever sees. A silhouette of him shows him with stooping shoulders, a great baggy coat, pantaloons baggy at the top and terminating in a tight band and broad ruffle at the foot.

¹Dictionary of National Biography.

²For his connection with the Virginia University and Jefferson's correspondence with him, see Circular of Information of the Bureau of Education, No. 1, 1888: Thomas Jefferson and the University of Virginia, pp. 56-61 and 106-109.

Jefferson was indignant at the hue and cry raised in the Virginia pulpits over his appointment of Cooper to the Virginia University, and he very much regretted to give him up. "I do sincerely lament," he said, "that untoward circumstances have brought on us the irreparable loss of this professor, whom I have looked to as the corner-stone of our edifice. I know no one who could have aided us so much in forming the future regulations for our infant institution; and although we may perhaps obtain from Europe equivalents in science, they can never replace the advantages of his experience, his knowledge of the character, habits, and manners of our country, his identification with its sentiments and principles, and high reputation he has obtained in it generally." Pp. 108-109.

³Sims's Autobiography, p. 82.

HIS CHARACTER.

Although he wrote a great deal, it cannot be said that his work lived. His work in chemistry is all forgotten, while his friend Priestley, who was very much like him, is remembered. His capacity was almost unbounded, and his stores of information wonderful. His conversation was very interesting. He remembered what he read and he told it well. He had travelled through Europe, and had become acquainted with the best known characters of England and the leading Revolutionists of France. He knew Burke and Pitt, Fox and Erskine and Sheridan, and could relate many entertaining anecdotes of his intercourse with them. "A Boswell could have found in his table-talk much that was worthy of preservation."

His genius was entirely utilitarian. He was a pronounced materialist, and loved only those studies that are connected with supplying the bodily wants of man. All others he despised.

His materialistic, unpoetic nature is most clearly seen in his view of oratory, given in his address to the graduating class of 1821: "The whole history of ancient oratory shows that it was little else than the art of cheating the understanding of a gaping populace, by amusing their imaginations and exciting their passions; and that all modern oratory is to be held in the same estimation. * * * He who studies to be eloquent will never study to be wise; a dealer in tropes, metaphors, allegories, and similes is seldom a dealer in facts."¹

In 1823 he was asked by the board to teach metaphysics. He professed himself "qualified and competent to teach metaphysics, having devoted much more time to that very unsatisfactory study than most men; so much so as to be fully persuaded that it is not worth the time required to be bestowed upon it." So strong was his influence that a committee was appointed to consider the abolishment of the study altogether.

The most prominent trait in his character was his restless activity. He *busied* himself in all matters around him. He went into the politics of every country he settled in. He got into trouble on account of his political views in Pennsylvania, and he made himself obnoxious to a large party in South Carolina.

He entered most vigorously into the nullification fight, and it was very largely the outcome of his teaching in political economy on the tariff that the feeling against protection was so strong.

His connection with politics in England and France has already been related. His tireless energy carried him into all fields of thought. He wrote on law, jurisprudence, and medicine; he translated the Institutes of Justinian, and lectured on chemistry. Thomas Jefferson said of him,

¹ North American Review, Vol. XIV, pp. 317, 318.

"Cooper is acknowledged by every enlightened man who knows him to be the greatest man in America in the powers of his mind and in acquired information, and that without a single exception."¹

He had very pronounced and advanced views on education, which he urged in his vigorous way upon the board of trustees. He called for a free college as well as for free schools. He held that the State should freely furnish facilities for all, and that no other course could be defended on the grounds of justice or expediency. His views for the college were not adopted until 1880-82, and then were laid aside again in 1886.

He was an ardent nullifier, and a strong adherent of Calhoun. Fighting all his life for freedom, now in France, in England, in Pennsylvania, and now for religious freedom in South Carolina, he yet held that slavery was a necessary evil within one hundred miles of the sea-coast.

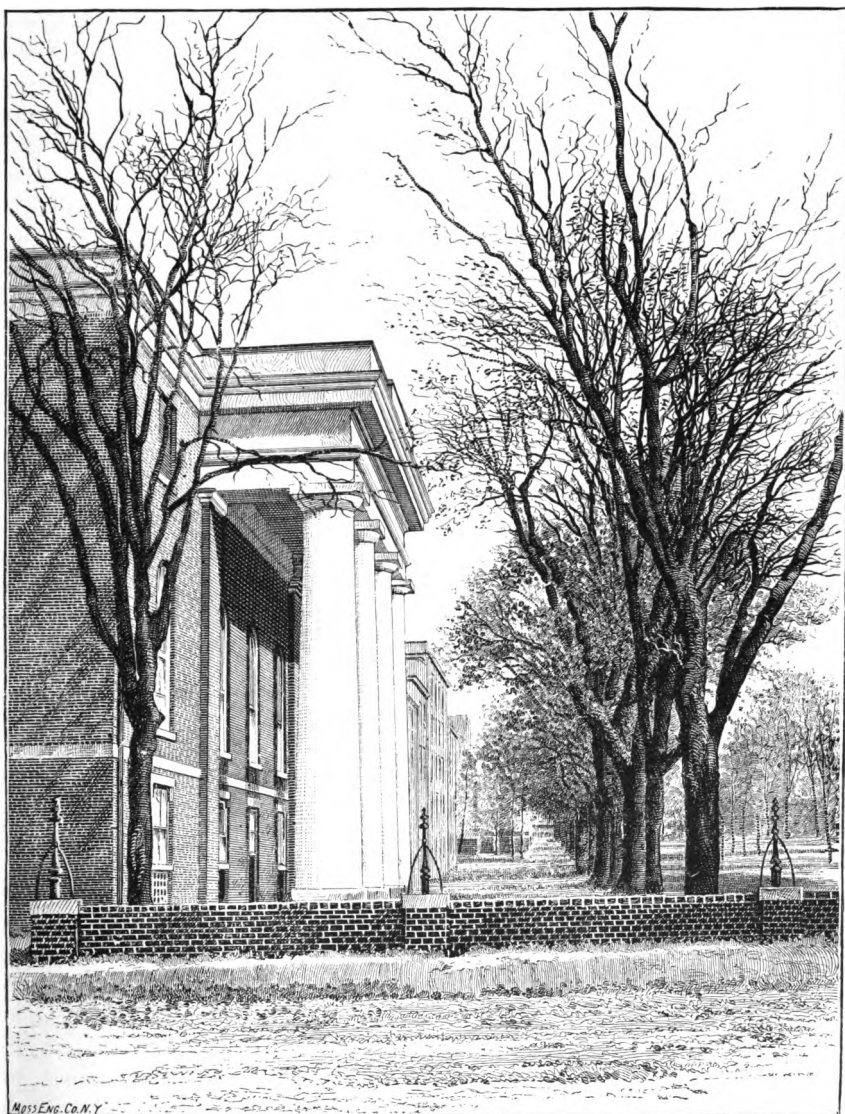
But he was perfectly independent in his views, and entirely free from shams. He despised mere professions, and never made any himself. He was free from petty jealousy. Even after he had been removed from the college, he urged on the board the propriety of conferring the degree of doctor of laws on Joseph Henry, and was successful in his appeal. Chemistry was his first love, and he greatly interested himself to see that the chair was filled by a man worthy to teach the science. He put in nomination Professor Ellet, of New York, and he was elected. He seemed to be free from malice of all kind. He was bold, aggressive, and dogmatic. He defended nullification and greatly strengthened that side, but he offended many who held opposite views. They could not help complaining that he was not brought there to rush into politics, but to teach chemistry. But in all the private relations of life he was without fault.

AS AN EDUCATOR.

In the professor's chair no man was ever more successful. He realized to the fullest that the first step in teaching is to gain the pupil's attention. This he did in the highest degree. No man knew better how to weave in with a lecture on magnesia an anecdote of Burke, or a description of a supper with the Brissotians, or a glass of wine with Robespierre. He stated the great truths of his science with child-like simplicity. He loved chemical work himself, and he inspired an enthusiasm for it in others. The science was practically new, and he first introduced the names and methods of Watt, of Davy, and of Priestley. He lectured in a popular, pleasant way, but never loosely or unscientifically.

In his political economy he held advanced views as to the importance of the study. He delivered an address at the commencement in 1824, in which he recommended the study of this modern science. Two years later he issued his lectures on political economy, in the preface of which he says: "In this country political economy and the theory of politics are

¹ Correspondence of Jefferson and Cabell, p. 169.



NORTH SIDE OF CAMPUS, SOUTH CAROLINA UNIVERSITY.

of peculiar importance. Every well-educated young man throughout the United States considers himself a politician, and whatever other pursuits he may embark in, he is sure to pay attention enough to politics. Moreover, our Legislature contains so many gentlemen brought up at this institution, and is so likely in future to be in the same situation, that a young man going from the college without some elementary notions relating to this modern branch of knowledge, would be but ill prepared for the duties which some years hence he may be called upon to undertake. At any rate, an enlightened public will make an enlightened Legislature; and those representatives who appear ignorant of that which every gentleman ought to know, will not long continue to misrepresent those who are gradually becoming wiser than themselves.”¹

Speaking on the same subject in the preface to his *Manual of Political Economy*, issued in 1833, he adds: “It is melancholy for an American to know and to feel that at this day, the elementary truths of a science on which all the reflecting men of the old country are fully agreed, should be matter of dispute in the Congress of the United States; and that our most prominent statesmen should disgrace themselves by contesting the plainest axioms of modern knowledge. The next generation will be wiser, and will look back with the same surprise that I do.”²

In this little manual of only one hundred and nine pages he treated of the various branches of political economy, of agriculture, of free trade, tariff, money, banks, population, primogeniture, and education. He outlined a liberal course of State education, with a grammar school at every court-house and in every township, and at least two colleges; all leading up to a finely endowed University, with a full corps of professors in every department. He strongly emphasized that all the schools should be free, from the highest to the lowest.

HIS INFIDEL VIEWS.

His success as a teacher was great, but as president he nearly destroyed the institution. There are two general reasons for this failure, his ignorance of Southern character and his infidel views.

A spirit of honor had grown up among the students, and they scorned to tell a lie when put on their word of honor, or to combine to shield a thief. The students of this college and of the University of Virginia, which set the example for all the other Southern schools, dared not cheat on an examination, as they would be ostracised. This sentiment, which is still strong with them, Doctor Cooper could not understand, and consequently he had trouble with the students. He was not disposed to rely on their honor, but rather went on the assumption that they all needed careful watching and questioning. This the boys indignantly rejected, and retaliated by combinations and boycotts of the faculty.

¹ Lectures on Political Economy, preface.

² Manual of Political Economy, preface.

But other presidents had just as much trouble, probably, in the management of the students as he had, and this is not alone a full explanation of the failure. Unfortunately for his success and the prosperity of the college, his busy spirit meddled with the teaching of Christianity. He had met and admired the savants of Paris, and had sat at the feet of the bold skeptics of England, and had imbibed the most pronounced views against this religion. A man of his intense earnestness and active restlessness could not refrain from entering into a discussion of the subject. Not only must he attack it in private, but also in his lectures and in pamphlets.

It was not necessary for him to take any position on the question whatever; the trustees required no religious test further than attendance at chapel services, and the people demanded none. But he considered it a form of error, and, according to the ideas he held, it must be corrected like any other error. It filled a large part of the time of many people and occupied a large space in the world, and its falsity must be shown, just as he would show the false position of the protectionists; it must be met, combated, and overthrown, just as any false theory in political economy must be overthrown. As has been said, the people were very religious. It was dangerous ground for any one in the State college to walk on, but bold and aggressive Thomas Cooper trod it firmly. "The man walked rough-shod over other men's opinions, and suffered the inevitable consequences."¹ He prepared a lecture on the Authenticity of the Pentateuch, which he delivered every year to the members of the Senior class a few weeks before graduating, and followed it up with a pamphlet on the same subject.

DOCTOR COOPER ON GEOLOGY AND THE PENTATEUCH.

His infidel teachings exercised so great an influence on his life there and on the subsequent history of State education in South Carolina, that this pamphlet and lecture, which disseminated them most widely, and were the greatest cause of offence, demand some notice.

In the first years of Cooper's presidency at South Carolina College, geology was taught at no other institution in America except Yale, and for want of an American text-book, both Cooper and Silliman were forced to use the English edition of Bakewell's Geology. But in a short time Professor Silliman prepared an edition of Bakewell, adding to it the syllabus of his own lectures, which he "founded on the Mosaic account of the formation of the earth and of the Deluge, as being delivered under the authority of divine inspiration." As Cooper could get only the American edition for his class, he was forced to put into their hands a view of geology quite different from what he himself had taught. So he delivered a lecture to the class, attacking Silliman's position; and since this brought on him "much trouble," he wrote his

¹ Circular of Information of the Bureau of Education, No. 1, 1888: Thomas Jefferson and the University of Virginia, p. 77.

pamphlet on the Connection between Geology and the Pentateuch. He called in question the right of attributing the authorship of the Pentateuch to Moses, since it is nowhere claimed in the "bible" (which he always wrote with a small letter) that Moses was the author of it. The supposed references to the Law of Moses can not, in his opinion, mean the Pentateuch, but only a small part of the law that Moses delivered to the people.

Doctor Cooper went "out of the routine of the duties of his office" to urge his views as to the authorship of the Pentateuch, and Dr. Sims wondered "that a country as full of Presbyterianism and bigotry as that was at that time * * * should have tolerated a man in his position, especially when advocating and teaching upon such an unnecessary subject. Doctor Cooper lived before his day. If he had flourished now, in the days of Darwin and Tyndall and Huxley, he would have been a greater infidel than any or all three of them put together."¹ His teachings were carried to all parts of the State, and the cry of "reorganization! revolution!" was raised from the mountains to the sea-board. The trustees were firm in their support of Cooper, and nothing was done for several years. As the board of trustees was immovable, the point of attack was transferred to the House of Representatives.

INVESTIGATION OF HIS TEACHINGS.

On December 7, 1831, it was, "*Resolved*, That in the opinion of this House it is expedient that the board of trustees of the South Carolina College do forthwith investigate the conduct of Doctor Cooper as president of the South Carolina College, and if they find that his continuance in office defeats the ends and aims of the institution that they be requested to remove him." The board instantly passed resolutions to investigate the matter. Full time was given for charges and answers, and Cooper defended himself in very full and elaborate reports and in a long speech at the trial.

DOCTOR COOPER'S DEFENCE ON THE TRIAL.

From his installation in office he had been the subject of incessant attacks from the religious elements of the State, and finally the matter culminated in this trial before a committee of the board of trustees. He was charged with advancing opinions on religion offensive to the patrons of the school and injurious to its interests, and with interfering with the religious opinions of the students. The main evidence was the passages from his different publications, but chiefly from his Political Economy, Letter to Any Member of Congress, and his translation of Broussais on Insanity. There was also a letter from Dr. Thomas Taylor substantiating the third count, but this evidence was positively contradicted by six other witnesses.

Doctor Cooper eloquently defended himself in a speech of several

¹ Sims's Autobiography, p. 83.

hours in length before the committee on the 5th and 6th of December, 1832. He declared that this trial was a return to the inquisitorial courts of the Middle Ages, and was especially significant at the time when South Carolina was tremblingly alive to the usurpations and infractions of the General Government. His opinions on *materialism*, on a salaried clergy, and public prayer, and other liberal views were all shared by John Milton, Thomas Jefferson, and by many prominent churchmen. No man after full examination could say that the Pentateuch was written by Moses, and he himself would scruple to give credence to the oath of any man who could think so.

The Constitution of the United States and of South Carolina guaranteed freedom of religious belief and practice. Was it to be guaranteed in South Carolina and withheld from the South Carolina College? He denied that his teachings were injurious to the interests of the college, since, under his administration, the largest number of students in the history of the college, with one exception, had applied for admission. So far from interfering with the religious opinions of the students, he had carefully impressed upon them, as every witness testified, to "follow, while at college, the religion of their parents." But he claimed for himself the right to hold any speculative opinions he chose, and appeared unable to see any inconsistency in a student's being practically all right, but theoretically all wrong, as he would be if he followed Doctor Cooper's practice and teaching. The trial was held in the Hall of the House of Representatives, and was attended by a large number of the members of the Legislature and citizens, and the speech was frequently applauded.¹

Three days after this speech, on December 8, 1832, the board reached a conclusion, and fully exonerated him in a resolution, "That no charges against Doctor Cooper, showing that his continuance in office defeats the ends and aims of the institution or authorizes his removal, have been substantiated by proof, and that the charges against him be therefore dismissed." This added fuel to the flame; the outcries were redoubled; and one year after, Cooper resigned the presidency, but held his professorship. Still his opponents were not satisfied, and it soon became evident that Doctor Cooper must resign or the college must close its doors; so in 1834 his connection with the college was finally severed.

At this late day it is very difficult to reach a just conclusion as to his belief. "In philosophy he was a materialist, and in religion a free-thinker," is the opinion of a contributor to Appleton's Cyclopædia. This general statement cannot be denied, but what particular form of religious belief his free-thinking made him reject can hardly be determined. It can be said without fear of mistake that he hated the priesthood with all the concentrated energy of his nature. He de-

¹ From a pamphlet in the Boston Public Library, being a reprint from the Times and Gazette of December 14, 1832.

nounced them as a body self-organized for their own selfish aims, and never lost an opportunity to attack them. But there is testimony that he never attacked Christianity. But he did attack certain theories of the inspiration of Scripture.

A witness in the case testified that he had heard Doctor Cooper abuse the clergy, but had never heard him say a word against the Christian religion. The historian of the college thinks that the board made the exculpatory report out of sympathy for the old gentleman.¹

This is the only instance of the kind in the history of the college, and it seemed unfortunate that the institution had to lose such faithful services. It was a State school, and the Constitution guaranteed freedom of religion; but it seemed unfair that he should take advantage of the pupils' youth to poison their minds against the faith learned in childhood. This course left its impress on the State, and to-day the enemies of higher State education point to Cooper as a frightful result of State training. It has made the trustees very careful since then to allow no effort of the sort to be made again.

COOPER'S WORKS.

From this time to his death, May 11, 1839, he was occupied in the revision of the statutes of the State. This work had been given to him probably as a compensation for the loss of his position in the college. He published five volumes, the first of which contains a history of liberty as he understood it. It includes Magna Charta, Locke's Constitution, various charters relating to South Carolina, Ordinance of 1787, Constitution of the United States, Nullification Ordinance, and the various papers on the tariff brought out at that time, with notes by himself. He believed in putting in too much rather than too little.

As has been said, he wrote and published a great deal, in books, in pamphlets, and in reviews, especially the Southern Quarterly. Many of his pamphlets are of course lost. The following list comprises the most of his works: Translation of the Institutes of Justinian; Translation of Broussais; Medical Jurisprudence; The Emporium of Arts and Sciences (2 vols.); Lectures on the Elements of Political Economy; Essay on the Pentateuch; Information Concerning America.² In addition to these, he wrote a number of articles in the Southern Quarterly Review.³ "His style was bold, sententious, and dogmatic, but clear, simple, and perspicuous."

¹ La Borde, p. 175.

² *Ibid.*, p. 165, and Appleton's Cyclopædia.

³ A list from La Borde is given, to show the extent of his information and his restless energy: Principles of Agriculture, Vol. I; Gall on the Functions of the Brain, Vol. I; Bégin's Therapeutics, Vol. I; Higgins's Celtic Druids, Vol. III; Modern Gastronomy, Vol. IV; Higgins's Celtic Druids, Vol. IV; Bentham on Judicial Evidence, Vol. V; Agrarian and Education Systems, Vol. VI; Geology and Pentateuch, Vol. VI; Social Life of England and France, Vol. VI; Operation of Poisons, Vol. VII; United States Bank, Vol. VIII; Distribution of Wealth, Vol. VIII.

His Political Economy, which La Borde thinks has no value whatever, does not claim to be anything but a course of lectures to immature students on every-day facts of political economy. Cooper says in his preface:

"In drawing up this very brief outline of political economy, I have consulted what was likely to be useful in the country and to the persons, where and to whom these lectures were to be delivered. I have but slightly touched those questions which form what may be called the metaphysics of political economy. I am not writing for adepts in this study, but for young men who enter upon it without any previous knowledge of its object or its uses. I have therefore been, without scruple and voluntarily, guilty of frequent repetitions, which to readers conversant with the subject will seem objectionable. I am not writing for that class of readers; by and by the young men who thank me for repetition now, will lay aside my book to study the more abstruse and nicer, but not more important, questions treated by Malthus, Ricardo, and McCulloch, never forgetting that they must begin with Adam Smith. In the first year of these lectures I made use of Mrs. Marcet's very neat Compendium of Political Economy in her published conversations on that subject, and afterward of McVickar's republication of McCulloch's Outlines, to which he has added some very useful notes. I have now published my own views of the subject, and some other topics connected with it, because I think my own lectures have been better understood by the class to whom they were delivered than the text-books I employed. Those who wish to pursue the subject would do well to peruse Adam Smith, Say, Malthus, Ricardo, McCulloch, and Mill. The last author has drawn up an excellent compend (third edition), which well deserves to be republished here. Mr. Cardozo, of Charleston, in his Notes on Political Economy, has shown himself profoundly acquainted with the nicer questions belonging to this science, and has entitled himself to be read by those who wish to peruse Malthus and Ricardo with full advantage. These lectures I trust will be found useful under the circumstances that have dictated their composition and prompted their publication. Of this I leave the public to judge."

Within the limits laid down by himself, Doctor Cooper has presented his points in a clearer and more attractive style than can be found in most authors. The book is nowhere dry. Even where subsequent investigations have rendered his ideas unauthoritative, they are always interesting as a history of economic thought. Cooper is one of the most advanced of the *laissez-faire* school. The title-page contains the famous question of Colbert and the *laissez-faire* answer of the merchants.

In the main Cooper belongs to the Ricardian school, as correcting Smith in some of his errors. He holds that the nation is merely the

collection of individuals, that national morality is identical with individual morality. He says: "Those rules of conduct which are best calculated to promote the mutual happiness of nations in their intercourse with each other as individuals, constitute the only maxims of the law of nations obligatory on all, because calculated for the permanent benefit of all." (Political Economy, p. 29.) He further adds: "A legislator might as well direct the analyses of the chemist, or the manipulations of the pin maker, as the pursuits of the planter, the manufacturer, or the merchant" (p. 31); and, "every political community or nation ought to be considered as instituted for the good and the benefit of the *many* who compose it, and not of the *few* that govern it" (p. 33).

Cooper denies Mill's assertion that there can be no general glut. He insists that abstract economists *assume too great mobility, and by no means make the allowance of time* that is required. He holds (as J. S. Mill subsequently did) that the introduction of machinery worked temporary injury, but permanent benefit; though he differs from Mill as to the reason, giving the old theory that the invention makes more demand for labor, while Mill holds that the invention merely extends the limit of the pressure of population on subsistence. He differs from Ricardo and Malthus as to natural wages. Ricardo holds that natural wages are equal to what will enable laborers to live and perpetuate themselves without increase or decrease; and Malthus thinks that they are wages which, in the actual circumstances of society, are necessary to keep a supply of labor sufficient to meet the demand. But Cooper maintains that the difference between cost of labor and cost of commodities lies in the fact that a bale of cloth can be withdrawn from the market and held until it brings cost of production, while the laborer must be employed or starve. He cannot wait, but must accept what is offered. Here, again, says Cooper, time must be considered. Wages must not be considered for accurate reasons as consisting of money or grain, but "in the proportion received by the laborer of the value at which the article he has been engaged on is sold or exchanged. The article produced and the price it brings in the market is the fund for buying labor and capital."

But space prevents a further analysis of the work. Of his Political Economy McCulloch, in his Literature of Political Economy, says: "This work, though not written in a philosophical spirit, is the best of the American works on political economy that we have ever met with." Dr. Julius Kautz, a German writer, devotes half a page in his work to a notice of Cooper's work on political economy, calling him the "radical and uncompromising opponent of the American protective system."¹

His translation of the Institutes of Justinian, with notes, has of course been superseded, but it was among the best works of the kind when it

¹ National-Oekonomik, p. 717.

was issued, and undoubtedly gave a stimulus to the study of the civil law in this country.¹

His Information concerning America is an authority on the early industrial and economic conditions of this country. It is, in fact, almost the only source for such information in the early period.

STUDENT TROUBLES.

The history of the college would be incomplete without some reference to the numerous difficulties which occurred between the students and the authorities. They are not to be considered as mere fun and play of the students, which ended with the particular acts themselves, but as serious affairs affecting the reputation of the institution. For this reason the large space devoted to an account of them by La Borde is really very proper. The college was so intimately connected with public affairs, and so entirely dependent on the will of the Legislature, that every trouble within its walls was felt in the remotest corners of the State. The historian of the college describes them with all the minuteness and intense gravity that would fit an important affair of State. They were the ordinary kind of boys' frolics and troubles, although of almost every imaginable character. Soon after the organization of the college it was reported that professors' houses had been stoned, and the professors called "liars" to their faces.

In the early years of the college it was brought to the attention of the Governor that there were certain practices among the students that prevented the boys of the low country from attending. This officer gravely communicated to the faculty his belief that some failed to send their sons to Columbia on account of the use of tobacco by the students; but he thought the custom "exploded with us in genteel company, except where there may be one or two old confirmed smokers."

By 1810 the school-boy sport of turkey-stealing had been very fully developed, and about this time that very "unliterary" amusement, fist-cuffs, had also obtained a firm footing in the list of diversions. The excitement of the coming conflict with Great Britain probably called forth for the first time the use of fire-arms on the campus. To get drunk and distribute free whisky at the well on the college campus, and go roaming around breaking windows, stoning professors' houses, defying the faculty, seem to have been quite usual occurrences. The college authorities were powerless on one such occasion and appealed to the town, and obtained the aid of the militia. This riot, which broke out im-

¹ Professor Minor, head of the law department at the University of Virginia, says of Cooper's Institutes: "Cooper's translation is founded upon that of Harris, and differs from it only in occasionally employing a more condensed expression. His notes owe very little to Harris, and in the main appear to me, who am only a sciolist in the Roman law, judicious and instructive."—Circular of Information of the Bureau of Education, No. 1, 1888: Thomas Jefferson and the University of Virginia, p. 57.

mediately after evening prayers, notwithstanding the "serious and impressive address" by the president, lasted for a long time.

A very general form of amusement was to remove the wooden steps that led to the building, and force the professors to climb a ladder. Whether it was due to Dr. Cooper's lecture on the Authenticity of the Pentateuch or not, no one now can say, but true it is, the students permanently removed the chapel steps, and forced the grave professors to climb a ladder in order to attend divine services. Every little event was taken advantage of by the students to avoid this service. A very light shower of rain at one time was sufficient to keep them in their rooms, though the president could walk through it "without any inconvenience."¹ Their notion of their rights forbade them to attend another professor when the regular one was sick and the classes were changed.

The bell was stolen from the chapel, and the young dialecticians instantly agreed that it would be "unlawful" to attend recitations and prayers without the sound of the bell, and they were always punctilious to obey all laws. A dinner bell in the hands of a negro was called into use, but the faculty had qualms of conscience on this point, since the law required the bell-ringer to be a white man. Their perplexing doubts were summarily settled by the students boldly taking the bell from him. This grave crisis was met by some shrewd trustee recommending that another bell be put in the cupola. "The effect was magical; the students gave a prompt obedience, and the spirit of letters again breathed upon all its gentle influence."²

At the foundation of the school, the Commons system of boarding had been adopted for the students and they were all forced to accept it, whether the steward gave proper accommodations or not. This had been the source of endless rebellions and boycotts by the students. Thomas Cooper had remarked in his vigorous way "that the college is in yearly jeopardy of being destroyed by the disputes about eating." The matter was at first compromised by making the steward a salaried officer, but the question was not entirely settled until the system was abolished.

The various difficulties at times seriously affected the attendance on the college exercises. The students combined to refuse informing on one of their number for any offence, and all but twenty-eight of them were suspended. Again, sixty were suspended, while at one session seventy-seven refused to return, because the petition on their favorite grievance, "eating," had not been granted. This seems very serious when it is considered that the average attendance of the college for its whole history has been about one hundred and eighty, and but three times before the Civil War rising to two hundred.

But the students were not always in the wrong. One of their num-

¹ La Borde, p. 134.

² *Ibid.*, p. 288.

ber on one occasion was punished without an investigation; they respectfully asked for an investigation and were refused. The only redress was to organize a boycott of the professors, and a conference was called, the matter looked into, and the student cleared.

The historian gravely remarks that "it is not a thing of play to take hold of the calculus," and when the professor of mathematics invited his class to try their strength with the difficulties, many declined the contest. The professor announced "that it might be that half of his class were very smart fellows, for he never saw them; but the half who attended his recitations were as laborious as oxen, but as stupid as asses." Even La Borde thought that "nothing could justify such language." The students broke out into open rebellion, but "finally a treaty of peace was signed by the professors and class."

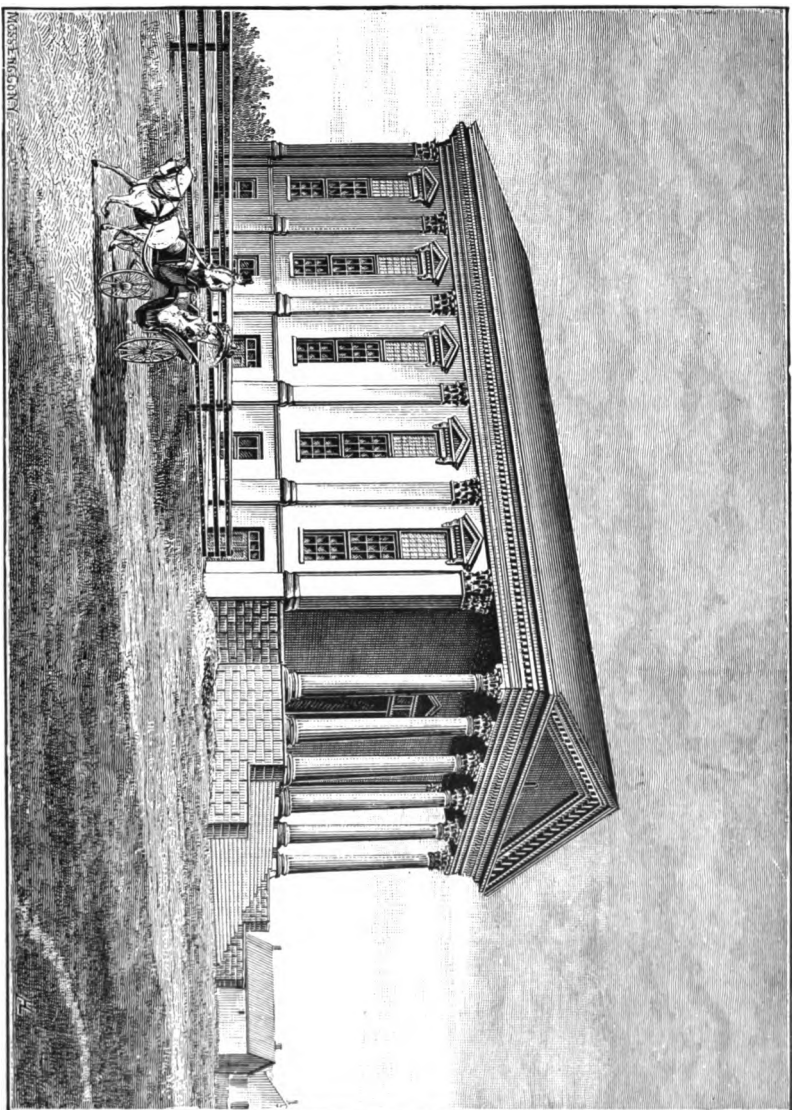
DUELLING.

Among the first offences reported by the faculty was that of duelling, but it seems not to have been strictly forbidden in the early years. In the regulations of 1853 there appears a very strong rule against the practice, with a penalty of expulsion. Duelling went on and there were some very sad cases reported, one of which is related by Doctor Sims. Two young men of promise, one day at table, seized simultaneously a dish of trout. Neither would let go for some time. "Sir, what can I do to insult you?" said one. "This is enough, and you will hear from me," said the other. "And now comes the strangest part of the whole affair. No less a person than General Pierce M. Butler, distinguished in the Mexican War as the colonel of the Palmetto Regiment, and who later became Governor of South Carolina, agreed to act as second to one of these young men." A distinguished lawyer in the city was the second for the other. The boys met and fired; one died in a few days, the other was badly crippled and died two or three years after of delirium tremens. The tragical affair excited no notice whatever in the college or State.¹

But Francis Lieber in his diary refers to the expulsion of two students in 1836 on account of a duel. So it must be that a change of feeling on the subject had taken place in the four years intervening between the two cases reported. The students now think no more of settling their little difficulties by a reference to the code, than the professors think of resorting to the rod in case of disorderly conduct by the students.

Duelling has been effectually abolished in the State by the passage of a law making it a penal offence to engage in a duel or be a party to an affair of honor. It was mainly through the determined opposition of the public press, under the lead of Captain F. W. Dawson, and the influence of the News and Courier, growing out of the unfortunate meet-

¹ J. Marion Sims, p. 89,



CHAPEL, SOUTH CAROLINA UNIVERSITY.

ing of Colonels Shannon and Cash, that public opinion was arrayed against this practice. For his high moral courage, and his opposition to the duello, Captain Dawson was created in 1883 a Knight of the Order of St. Gregory the Great, by His Holiness Pope Leo XIII. Honor to his memory!

RELIGIOUS SERVICES.

Although an institution of the State, religious services were held in the chapel from the beginning. An appropriation was made for fitting up the chapel and, at two different times, for supplying it with psalm books. Morning and evening services were held and attendance on them enforced. The Sunday morning services were dispensed with at one time, but were restored by order of the faculty. The early regulations allowed a student to absent himself from Sunday services if his parents permitted it. But it was found that too many took advantage of this privilege of not attending any services at all, and the regulations were amended so as to insure better attendance. The rule now is to require each student to attend service at some church in the city, and it is enforced by calling the roll on Monday morning, each man answering for himself.

This strict enforcement of attendance on religious services was supplemented after Doctor Cooper's removal by the establishment of a professorship of the evidences of Christianity and sacred literature. Bishop Elliott, of the Episcopal Church, was elected professor. This chair was discontinued at the reorganization in 1873, and the Sunday chapel services in 1885, but there is still a chaplain. It seems somewhat peculiar that the State should be so strict in this regard while the denominational colleges are so liberal. Very few of these in the State enforce the rules for attendance on divine worship, while some of the State schools of other States are careful to have no services at all. No services can be enforced in the public schools of the State. The continuation of these services in the college is probably due to the reaction against Thomas Cooper's teachings.

ROBERT W. BARNWELL.

On the resignation of Thomas Cooper the college was reorganized, but nearly all the old professors were retained. The institution was in a very bad condition; the religious people of the State had sent their sons to other colleges for training, and the whole number in college in 1835 was reduced to twenty. A new man was elected for permanent president, Professor Henry having filled the office temporarily for a year.

The man chosen was Robert W. Barnwell, who was born in the lower part of the State and belonged to one of the old aristocratic families. He had attended Mr. Hurlbut's school in Charleston, and had graduated with the highest honors of his class at Harvard in 1821, when twenty years old. He served one term in the lower House of the Legislature and two terms in Congress, voluntarily retiring from this posi-

tion. He was a highly cultivated gentleman, but made no pretensions to scholarship. He was a man of wealth, and had devoted himself to the acquisition of knowledge in its various branches. He took charge of the department of political philosophy. He used Vattel in international law, and Paley's Moral Philosophy, and required the study of the State Constitution and that of the United States. He accompanied his various courses with lectures when he thought the subject demanded it. He was a man of the highest character, eminently courteous and dignified, and well fitted to restore the lost reputation of the school.

The board had been alarmed at the low condition of the college under Cooper, and had discussed and reviewed the whole plan of education. Many schemes, some wild, some foolish, and some sensible, had all been gravely considered. They considered the propriety of introducing the study of elocution, of agriculture, botany, Hebrew and Arabic, gymnastics, and dramatic exhibitions. They employed an instructor in fencing and gymnastics for three months, and required all the students to attend. But the only permanent change was the addition of the chair of evidences of Christianity and sacred literature. Bishop Stephen Elliott, son of the Stephen Elliott who was the father of the free school system, was elected to the place. Increased appropriations were also made for the chemical, mathematical, and historical departments. Their efforts were successful, for in a few years the number of students reached again the average, and the college was doing its usual work. President Barnwell had restored confidence in the institution, and had put his best energies to the work; but his health failed, and in 1841 he resigned and was succeeded by

PROFESSOR ROBERT HENRY.

This gentleman, a native of the State, was born in 1792. At the age of twenty-two he graduated at the University of Edinburgh, and on returning home entered the ministry. In 1818 he was elected professor of logic and moral philosophy in the college. On the removal of Thomas Cooper he expected to be elevated to the presidency, but, unfortunately for him, popular clamor considered him as heretical as his old president, and refused him the honor. He tried to remove this prejudice by a sermon from the text, "I am not ashamed of the Gospel of Christ," which he formally dedicated to the trustees of the college. He retired from the service of the college until he was recalled in 1839 as professor, and three years later became president.

He held this office until 1845, but was not very successful. His scholarship was not at all doubted, and his success as a teacher was gratifying, but the tumults, disorders, *boycotts*, and rebellions required for their control executive ability more than scholarship. The board diplomatically met the difficulty by electing him professor of Greek, and filling the president's chair with another. He continued his connection with the college until his death in 1856. He published nothing except some magazine articles, some sermons, and eulogies; one of

the latter was upon John C. Calhoun. On his retirement from the office of president he was succeeded by

WILLIAM C. PRESTON.

William Campbell Preston was born in 1794 in Virginia. He was a grandson of Colonel William Campbell, who commanded at the battle of King's Mountain, and was well fitted to take high rank among the people of South Carolina. He went South when a boy on account of pulmonary troubles. While travelling through South Carolina he first heard of the college, and applying for admission, astonished the Latin examiner by giving Dryden's translation of the lines from Virgil. He graduated with distinction in 1812, making his commencement speech on the Life and Character of Jefferson. After travelling in this country and Europe for several years, he settled for the practice of law in Columbia. He of course entered politics, as that was almost the only path for an ambitious young man, and rose very rapidly in his calling. In 1836 he was elected to the United States Senate. He there became the most finished orator of the stately, dignified, Southern school. His reputation became national. Being unable to follow his party, he retired to private life in 1842, and was elected to the presidency of the college in 1845. His reputation and election gave a great impetus to the attendance on the exercises. Never before or since have such numbers been registered at any single session. The third year of his administration the number went to 222, and the fourth year to 237, the average for his whole term being 191. At only one other session before the Civil War did the list reach 200, and at no time since.

His fame rests on his profound classical scholarship, his eloquence, and his powers of conversation. His grace of manner and his aptness of illustration have coined the word "Prestonian," that is even now heard in local use. His reputation as a cultivated gentleman and as a rhetorician attracted the students, and this was but natural, since it was only through the charms of rhetoric that they could look for promotion in life. He was a man of public spirit. He devoted himself unceasingly to the work of the college, although his means did not at all require it. He founded the Columbian Athenæum, and bestowed his library of several thousand volumes upon it. His success as a disciplinarian was only fair, though he kept the tumults within reasonable bounds. He retired on account of failing health in 1851, and died in Columbia May 22, 1860.

THE TRAINING AT THE COLLEGE.

The election and success of William C. Preston developed very strongly the training at the institution. Being the representative of the people, and at all times directly under their control, it was very sensitive to popular feeling and wants, and naturally would be quicker to respond

to such needs than an institution founded on independent funds. The professions were honorable and essential stepping-stones for the attainment of high position in these large centres of population.

Literary pursuits had not been successful. Even the novelist could get but few hearers. William Gilmore Simms, one of the most prominent of all the literary men of the State, bitterly lamented the lack of culture among the masses and the great indifference to literary pursuits. Nothing was left for the young men but to enter public life, and this was to be done chiefly through the doors of the law, and success in it depended mainly on eloquence and learning. Everything that could give fluency and aptness of illustration was carefully taught. Great stress was laid on the ancient languages, on rhetoric, and on the studies that relate to government. W. J. Rivers, a graduate and professor in the college for many years, said that the college "directed special attention to rhetoric and the study of the classics. Its excellence in these branches equalled, I may venture to say, that of any college in the country." The Constitution of the United States and of the State were required studies. John C. Calhoun's work on government was made a text-book by act of Legislature.

Furnishing the training necessary for young politicians, the college became a school of politics. Gradually it came to be known and recognized that a young politician was heavily handicapped if he received his education at another institution. Many of the graduates of the State institution were returned to the House of Representatives within a short time after taking their degrees. In this body they naturally formed a close corporation. They supported each other and kept down the outsiders. It was a vigorous organization, compact, and bold. They ruled the House, and through that influenced the State. No measure they opposed could become law. Hard struggles were made at times by the outsiders, but the compact organization of the college men usually succeeded. It was a system of promotion from the college halls to those of the Legislature, and very often it took place in the year of graduation.

The results of the training at the college show this political tendency in another way. Nearly all the men in the State who have been prominent in politics have for a time attended the college classes. Of the men in active politics in 1888, both United States Senators and two out of the seven Congressmen have been connected with the college as students. Of the prominent politicians in the past who have attracted attention outside the State, probably all but one were students in Columbia. John C. Calhoun received his diploma from Yale, but George McDuffie, William C. Preston, and Hugh S. Legaré were graduates of the State College.

A strong tendency to politics was necessarily given by the presidents. Cooper meddled with politics, as he did with everything else; Barnwell and Preston had been United States Senators; while Thornwell

was a power in politics, though never holding office. Men prominent in politics, law, medicine, and theology have been trained there, but none in literature are to be compared with them in station. "After all, how many of our hundreds of American colleges can boast the name of even one man of great literary genius?"¹ College professors have been sent out from there, but their reputation has not been so great as that of their classmates in other callings. But the college filled a need in the State. The population was neither manufacturing nor commercial, but agricultural. Technical training was not called for, but orators and statesmen were demanded. Training necessary for politicians and for the administration of the government was needed, and the college supplied it.

WORK OF THE COLLEGE.

It is unfortunate that no complete biographical catalogue of the alumni has ever been issued, but a numerical list of them has been preserved. The number of graduates to date (1887) is 1,912, of whom 1,740 received their degrees before the War. The whole number is distributed by years as follows:

SOUTH CAROLINA COLLEGE.

Number of graduates each year from 1801 to 1862, inclusive.

Year.	Number of Graduates.	Year.	Number of Graduates.	Year.	Number of Graduates.	Year.	Number of Graduates.
1806.....	1	1820.....	28	1834.....	22	1848.....	32
1807.....	4	1821.....	27	1835.....	10	1849.....	64
1808.....	31	1822.....	23	1836.....	11	1850.....	63
1809.....	18	1823.....	8	1837.....	42	1851.....	47
1810.....	25	1824.....	19	1838.....	37	1852.....	47
1811.....	25	1825.....	33	1839.....	22	1853.....	11
1812.....	34	1826.....	28	1840.....	36	1854.....	21
1813.....	33	1827.....	13	1841.....	50	1855.....	66
1814.....	45	1828.....	20	1842.....	42	1856.....	33
1815.....	37	1829.....	28	1843.....	25	1857.....	21
1816.....	31	1830.....	37	1844.....	37	1858.....	44
1817.....	28	1831.....	37	1845.....	33	1859.....	39
1818.....	35	1832.....	33	1846.....	31	1860.....	38
1819.....	32	1833.....	37	1847.....	35	1861.....	31
							1,740

NOTE.—Institution closed July, 1862.

¹ W. P. Trent on Influence of Virginia University on Southern Life and Thought. Circular of Information No. 1, 1888, pp. 171, 174.

UNIVERSITY OF SOUTH CAROLINA.

From 1865 to 1877, inclusive.

Year.	Degrees.	Individuals.
1868	12	12
1869	8	8
1870	11	a11
1871	6	a6
1872	16	a15
1873	8	b8
Totals	61	60
1874	5	5
1875	7	6
1876	12	No data.
1877	No data.	No data.

a One holder of another degree.*b* Two holders of other degrees.

Deduct five holders of degrees in preceding years, and the number of different graduates as A. B., M. D., and LL. B., from 1868 to 1873, inclusive, was 55.

In October, 1873, the University opened under new management, with colored students only, and so continued until July 1, 1877. There is reason to suppose that the institution had no final exercises in June, 1877.

A College of Agriculture and Mechanics was established on the grounds of the University at Columbia, opening in October, 1880. The course for graduation was one of three years. It sent out, however, no graduates, and was absorbed by the South Carolina College in July, 1882.

South Carolina College reopened October, 1882. The intermediate class of the College of Agriculture and Mechanics were allowed to take their diplomas after one year's study, forming the class of 1883. The record from that time up to 1887 is given in the following table:

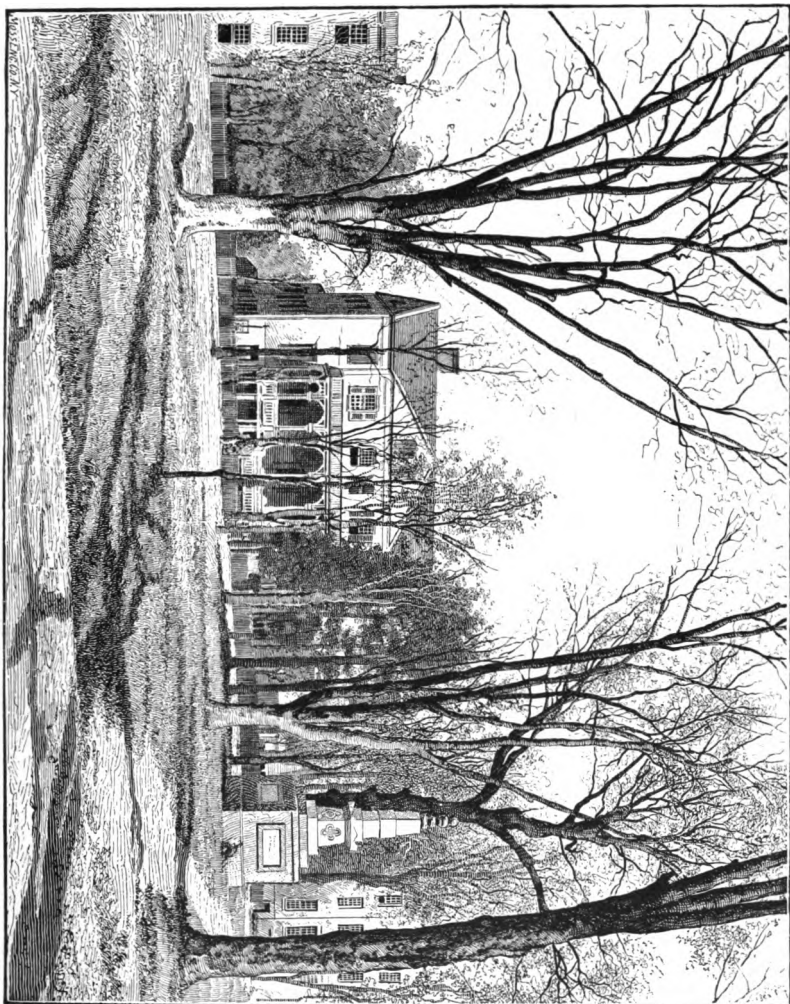
SOUTH CAROLINA COLLEGE.

Year.	Degrees.	Individuals.
1883	11	11
1884	13	13
1885	21	a 21
1886	26	b 24
1887	32	c 30
Totals	103	99

a One holder of another degree.*b* Three holders of other degrees.*c* Two holders of other degrees.

Deduct six holders of degrees of previous years, and there remain 93 different graduates within the period included in the table.

Owing to the lack of an alumni catalogue, the subsequent life of only a small number of the graduates is known. Out of a partial list of one hundred and fifty-six, there were eighty lawyers, thirty-two members of



PROFESSORS' HOUSES, SOUTH CAROLINA UNIVERSITY.

the State House of Representatives, four members of the Confederate States House of Representatives, and seventeen members of the State Senate. Out of the whole number there were twenty-two Governors of States, of whom seventeen presided over South Carolina, and the others over Alabama, Georgia, Mississippi, and Virginia. At one time three successive terms, and at another four successive terms, in the executive office were filled by her alumni. Since the memorable campaign of 1876, four of the five chief executives were graduates of the college, while the fifth, Hugh S. Thompson, late Assistant Secretary of the U. S. Treasury, and now a member of the Civil Service Commission, was from the Citadel Academy. Eight lieutenant-governors have also received their diplomas at Columbia. Fourteen United States Senators have attended her classes, of whom all but three went from South Carolina, these three being from Alabama, Texas, and Virginia. Thirty-nine Members of Congress received the whole or a part of their collegiate training there, of whom twenty-eight represented the State, the others being from Alabama, Texas, Georgia, North Carolina, and Virginia. In the Thirty-third and Thirty-fourth Congresses both the Senators and four of the six Congressmen at some time had been on the roll of the college. In the Forty-sixth, Forty-seventh, Forty-eighth, and Forty-ninth Congresses, both the Senators and three of the Representatives had attended the college, while a fourth Representative in the two latter Congresses was a graduate of the Citadel Academy. Thirty-three judges and chancellors of South Carolina and adjacent States have been trained within her walls. Among them were three chief-justices and three associate justices of the Supreme Court of South Carolina, including the present chief-justice. Fifteen presidents of colleges point to her as their *alma mater*, of whom three presided over the institution at Columbia, including J. M. McBryde, its present progressive head. There were also thirty-nine professors in the various colleges in South Carolina and adjoining States. Five bishops of the Methodist and Episcopal Churches and fifteen brigadiers in the Confederate service were also trained there, with nine members of the Federal and Confederate Governments. The State government of South Carolina is also indebted to the college for fourteen of her officers at different times. The fullness of the list of lawyers and politicians is the strongest testimony as to the tendency of the training at the college. To this long list of distinguished public men may be added James L. Petigru, Dr. J. Marion Sims, and the eminent botanist, H. W. Ravenel.¹

¹ This eminent botanist died July 17, 1887. His researches in the department of phanogamous and cryptogamous plants were more complete and original than those of any other investigator in the country, and place him *primus inter pares* in a State which has produced such botanists as Garden, Walter, McBryde, Elliot, Porcher, and Gibbes. His published works have been chiefly in the form of monographs, and attracted much attention in the scientific world. His herbarium is a very valuable collection, especially in the class fungi, and would greatly enrich the cabinet of any university or scientific institution.

Of the men in public life, George McDuffie probably reached the highest rank. He and W. C. Preston were room-mates at college, and he was looked on as the Demosthenes of the State as Preston was considered the Cicero. Of George McDuffie the following incident was related by J. H. Thornwell, at the Yale alumni dinner in 1852: "On one occasion, while Mr. McDuffie was a member of the Legislature, after he had made one of his splendid speeches, the question of the college came up. The venerable Judge Huger, then a member of the House, rose and said, in his peculiarly slow and emphatic style: 'Mr. Speaker, if the South Carolina College had done nothing, sir, but produce that man, she would have amply repaid the State for every dollar that the State has ever expended, or ever will expend, upon her.' The appeal was irresistible; opposition was disarmed; and every year, sir, we received nearly \$25,000 from a small State and from a poor people."¹

After graduation he read law, and settled in one of the upper counties of the State. In one of his earliest cases he was very badly beaten by an insignificant lawyer. He removed after this to Edgefield County, and came into notice by his withering denunciation in court of the persecutors of an old widow. His practice now grew very rapidly, and he soon entered politics. In the United States House of Representatives he made his reputation by a speech on the tariff question. The debate had lasted for several days and the opponents of the tariff were getting the worst of the argument. In the midst of great noise and confusion consequent on the fine effort of a protectionist, McDuffie rose in his seat, and with a countenance of great excitement, loudly struck his clenched fist against his desk several times. This unusual gesture and his stormy features gained him the attention of the House, and the brilliancy of his speech kept it to the conclusion of his effort.

He always had a thorough knowledge of every subject on which he spoke. His sentences were terse, his language plain. He always delivered his speeches with an energy of voice and strength of gesture that never failed to command attention. When he was elected Governor of the State, he saw the low condition to which the college had been brought by Thomas Cooper, and he used his influence to revive the institution. It was chiefly through his active efforts that the reorganization was brought about, and the school took a fresh start in 1834. This is probably the noblest and the greatest work of his life.

JAMES H. THORNWELL.

On the resignation of William C. Preston, Rev. James H. Thornwell was elected to fill his place. He was the son of poor parents living in the upper part of the State, and was born in 1812. In his boyhood he gave evidence of greatness, and several friends assisted him in gaining an

¹ Life of Thornwell, p. 368.

education. He entered the Junior class of the South Carolina College, and graduated with the highest honors in 1831. When not quite twenty-five he was elected a professor, and retained this college connection with few intervals for nearly twenty years. During his course he taught logic, criticism, metaphysics, evidences of Christianity, and ethics. With the whole range of philosophical and ethical literature he was thoroughly acquainted, and would have left his contribution to those departments of knowledge, but for his early death.

If not the greatest, his was certainly one of the greatest, intellects that the college ever trained. He strongly impressed both students and professors, while John C. Calhoun regarded him as the coming man from the South, and destined to take his own place in the councils of the nation. His classmates looked on him as a giant, and confidently predicted a great future for him. He easily led his class, and there was no man in the debating society able to cope with him. Thomas Cooper thought him a boy of great promise. In after life he attracted the attention of the historian, Mr. Bancroft. At a dinner given him in New York, when Mr. Bancroft was present, the conversation turned on the construction of some passage in Aristotle. Thornwell maintained that the commentators had all missed the meaning, and convinced the company that his views were right. On his return home he received a splendid copy of Aristotle from Mr. Bancroft, with a Latin inscription, as "a testimonial of regard to the Rev. Dr. J. H. Thornwell, the most learned of the learned."

Though he was elected president of his college, and became a power in State politics, a power in the Presbyterian Church, and a power out of it, he never met the high expectations of his friends, and never reached the prominence of many other graduates, including some of his own classmates. It may be due to the fact that he deliberately turned away from almost the only field for the proper exercise of great gifts at that time in the South, and entered the ministry, devoting "his brilliant talents to writing polemic theological disquisitions."

His religious convictions were very deep. He was converted when twenty years old, and he has left a touching prayer of joy at his conversion, and of trust in his Saviour. The purity of his faith led him to oppose as unevangelical the various church boards, and the assumption of educational functions by the Church. He looked on the New School party in his denomination as an evil, and declared that "the root of the evil is in the secular spirit of all our ecclesiastical institutions. What we want is a spiritual body. * * * To unsecularize the Church should be the unceasing aim of all who are anxious that the ways of Zion should flourish."

As a teacher he was very thorough and analytical, but safe and conservative. No new theories of philosophy or ethics drawn from the liberal German school ever found acceptance in his class-room. His influence upon the students and his reputation throughout the State

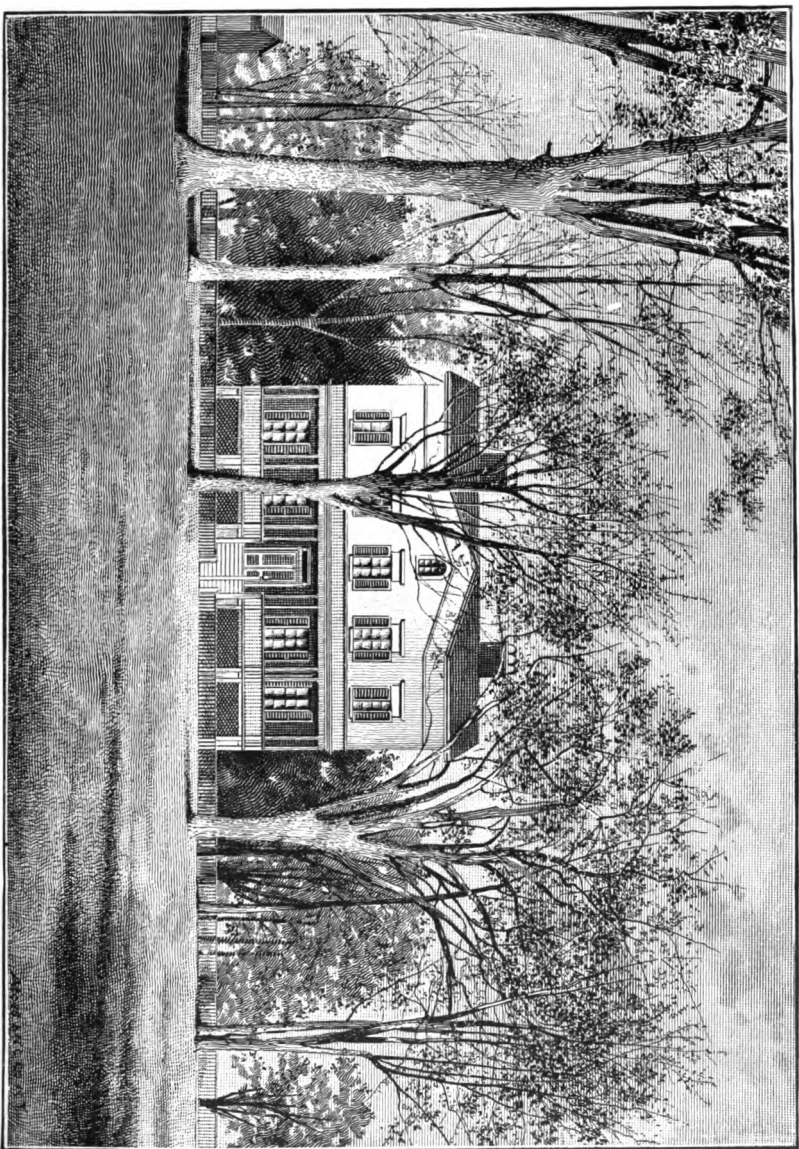
made him almost indispensable to the college. When he was professor under W. C. Preston, he was invited to the pastorate of the Second Presbyterian Church in Baltimore. He sent in his resignation, but the regulations of the board of trustees of the college required a year for it to take effect. So strongly was the president impressed with the usefulness of Professor Thornwell to the college that he sought the aid of Dr. B. M. Palmer, a very prominent Presbyterian minister, to invoke the interposition of the church to prevent Thornwell's withdrawal from the institution. He testified that "we cannot afford to lose Doctor Thornwell from the college. In the first place, he is the representative there of the Presbyterian Church, which embraces the bone and sinew of the State, without whose support the institution cannot exist. In the second place, he has acquired that moral influence over the students which is superior even to law, and his removal will take away the very buttresses on which the administration of the college rests." Doctor Palmer submitted a paper to the Presbytery, and that body withdrew their consent of the previous year, and passed a resolution expressing their unwillingness that Doctor Thornwell should remove beyond the limits of the Synod. So he remained at Columbia.

His term as president ranks next to Preston's in attendance. He was progressive and made important recommendations, and increased the efficiency of the institution. He recommended to the board a pension for one of the oldest professors, holding that as soldiers were pensioned, all who were disabled in the service of the State should receive this gift. He introduced the method of written examinations, and raised the entrance requirements in Greek from six books of the Iliad to ten books. He was also a prominent preacher in his church, having filled the most important pulpits in the State; and he finally resigned the office of president to accept a professorship in the new theological seminary at Columbia.

He was grave and philosophical in his discourses, and appealed to the intellect only—never to the emotions. His reputation in his denomination was very wide, and he was once elected moderator of the Presbyterian General Assembly of the United States. He was the youngest man who had ever held this office, being elected in the thirty-fifth year of his age.

THE "BIBLE" OF THE SOUTH CAROLINA COLLEGE.

Two men in directly opposite ways have deeply impressed themselves on the history of the college. Thomas Cooper represents the liberalizing, radical tendency, while James H. Thornwell stands for the old conservative, orthodox views. In all discussions as to the tendency of sectarian colleges, the former is brought forward by the enemies of the college as a frightful example of state education; while its friends put forward the latter as the defender of a more liberal culture than the denominational colleges ever give. Thomas Cooper had the reputation



PRESIDENT'S HOUSE, SOUTH CAROLINA UNIVERSITY.

of being an infidel, and his lectures on "Geology and the Pentateuch" nearly ruined the school, while Thornwell was a Christian, and his letter to Governor Manning, the "Bible" of the college, is used now as the strongest bulwark against all attacks on state education.

The college had enjoyed a monopoly of higher education in the State. It was the pride of the office-holding class, who opposed attempts to incorporate any other institution that might be a rival. The ruling class disliked sectarianism, and when the first charter for a denominational college was asked for, about 1839, it was declared in the House of Representatives that the State only should educate her sons.

Nothing further was done until Furman University was chartered; it rapidly gathered students, and the Methodists also now wanted an institution of their own. The State college feared first loss of patronage, and eventually destruction, if all the religious denominations should oppose it. Under these circumstances this celebrated letter of Thornwell's on education in general was written to urge the superiority of state education over that given by sectarian schools. He clearly showed the absurdity of the charge that it was "a rich man's college," by citing cases of boys who spent their all in going through the course. There could be no "free college" until "such homely articles as food, raiment, and fuel be no longer needed." Of course all could not be educated, but all received the benefit of the few who were educated. The light gradually radiates from them through all the dark labyrinths of society, and stimulates the masses to self-improvement. Education must be furnished either by the state or church, since private means are insufficient. A godless education he thought worse than none, but religion can be introduced through the professors, without the necessity of being taught as a science. The different sects combined can drive out any unclean thing from the college. And while state institutions without such watchful care may degenerate into "hot-beds of atheism and impiety," church institutions "degenerate into hot-beds of the vilest heresy and infidelity." The continued attacks on the State institution as profane and infidel in its tendencies, will inevitably work to make it both. The central college unites all the sections into one common brotherhood, and cherishes one point of glory. If the various sectarian schemes should be successful, there will no longer be unity and the spirit of brotherhood will be destroyed. His whole argument for the State college is strongly and clearly stated. On other questions he showed his conservative nature. He was immovably opposed to the elective system, and to an extension of the college into a university with other departments. In one of his magazine articles he condemned the study of the sciences as a means of discipline, holding that "they never reach the height, dignity, and intensity of pure thinking. * * * They should be postponed until they can be pursued as a matter of rational curiosity, when they become an amusement or relaxation from the severe demands of reflection."

The letter is probably the strongest argument ever put forth for the

college, and only two years ago it was re-issued, when the sectarian schools seemed about to make a move against the institution.

Doctor Thornwell resigned soon after this and became editor of the *Southern Quarterly Review*, in addition to his other labors. His application to study was very close and his health soon gave way, and he sought relief in travel. When the Civil War broke out he entered into it with all the strength of his nature; but the excitement was too much for his nervous temperament, and he died in 1862.

He left many magazine articles and sermons, and his collected writings form several volumes. One of his works, a small volume entitled *Discourses on Truth*, published in 1855, attracted the notice of Sir William Hamilton, who returned his "warmest acknowledgments" for a copy, and said, "I have read them with great interest, and no less admiration." But he was cut off in his prime, without being able to carry out his plans. He intended to write a work on theology, to prepare an answer to the subtle attacks of the rationalistic school, and to lay clear the foundations of morals. But only a part of the first was ever completed.

PRESIDENT McCAY.

This gentleman was elected successor to Doctor Thornwell. His administration was very stormy, with its numerous *riots* and *rebellions*. He charged that the other members of the faculty did not give him their cordial support. During his term the two Le Contes were elected professors, and W. J. Rivers also, who prepared the sketch of South Carolina for Mr. Winsor's *Narrative and Critical History of America*. President McCay having showed his inability to manage the students, there was a reorganization, and he resigned in 1857.

JUDGE A. B. LONGSTREET.

Judge Longstreet, the author of the famous *Georgia Scenes*, was an educator of great prominence in the South. Before being elected president of the South Carolina College, in 1857, he had presided over Emory College, the young Methodist institution in Georgia, Centenary College of Louisiana, and the College of Mississippi. He was elected an honorary member of the Smithsonian Institution, and was appointed a member of the statistical society that met in London in 1860. The family is widely known through the military reputation of his nephew. He remained connected with the college until it was closed by the exigencies of the Civil War.

It is impossible to decide fully on his administration, as the excitement of the approaching conflict had its effect on the institution. But under him, for the third time in its history, the attendance of the college reached two hundred. Like their fathers, the students entered hotly into the coming struggle. They testified their ardent patriotism by forming a military company for drill, and by refusing to wear northern-

made cloth. When the State seceded they arrayed themselves in coarse, cheap southern-made goods, and, as there was not enough of one kind for all, they varied the suits and presented a "ring-streaked and striped" appearance. When Charleston was threatened the corps of cadets, composed of students, in defiance of the authority of the faculty, repaired to its defence. The excitement of the latter half of the year 1861 was too great for them to pursue their studies quietly in the college halls, and they offered their services to the State for active duty in Virginia, and several of the professors soon followed. The seats were empty, the halls deserted, and the college was closed. The buildings were utilized for a hospital by the Confederate authorities under the stress of circumstances. It was useless to open the college, at any rate since the conscription would cover the large majority of the students that might offer for entrance. All the professors that could take active part in life entered the service of their State, while the others remained near the college.

When Columbia was burned the college was saved, and in June, 1865, the general in command requested the college to resume its work. The board of trustees met and appointed a time for the exercises to begin. But in December the Legislature converted the college into a university.

In thus sketching the life of each president, it is not to be understood that they alone of the faculty were worthy of mention. But the presidents had much to do in shaping the policy and work of the institution, and were especially influential in directing the tendency of the training. But of all the men ever connected with the institution, one stands pre-eminent in scholarship; and it seems unjust that he never obtained the prize that his labors and reputation so well deserved, and for which he was ambitious.

FRANCIS LIEBER.

It is the glory of the South Carolina College that one of the great publicists of the world should have done within her precincts the work on which his fame will rest. The work that Francis Lieber did before coming to Columbia was superseded many years ago. The work he did after leaving there is mainly supplementary to the principles he laid so broad and deep during his twenty years of quiet scholarly retreat. He chafed over the restraints of the "peculiar institution," railed at the narrowness of the Calvinists, sighed over his literary "exile," and mourned for the intellectual companionship of the North; but yet he will be remembered by the three works that he wrote and published while at the South.

Born in 1800, in Berlin, he was hardly old enough to carry a musket on the field of Waterloo to aid in throwing off the French yoke. His youthful hatred of wrong and injustice marked the course of his life and

furnished the feeling for some of his warmest letters while in Columbia. Although he was wounded in the battle of Namur and crippled for life, his ardor for civil freedom grew stronger as he approached manhood. Indeed Lieber was arrested on suspicion of entertaining revolutionary sentiments. After remaining in prison some months, he was released without a trial and expelled from Prussia. He finally took his degrees at Jena in 1820, and attempted to prosecute his studies at Halle. Here he was watched so closely that it became irksome to him, and he escaped from the country after much trouble, and made his way to Greece, to assist that land in its struggle against the Turks. On the failure of his efforts, he returned to Rome and made the acquaintance of the eminent historian, Niebuhr, who befriended him in many ways. He at length returned to Prussia on the assurance of the King that he should not be molested. Immediately on his arrival he was thrown into prison, kept there several months on the old charges, and only released at the pressing solicitations of Niebuhr.

Although he spent possibly a year in a German prison, he never regretted the enforced solitude and the time for solid work. He was not idle, and during his last imprisonment he composed a volume of poems, *Wein und Wonne Lieder*, which was published at Berlin. While he undoubtedly entertained republican sentiments, his wonderful insight is seen in his declaration in 1820 that political unity was the chief need for Germany, and that it would be obtained only through a revolutionary King.

He left his native land and went to London in 1825, where he stayed for more than a year, the hardest time of his life, "doing uncongenial work, and physically laboring like an American army mule." In 1827, with warm recommendations from his best friend, Niebuhr, he came to America, his adopted country. From his arrival until his appointment to South Carolina College in 1835, he did various things for a living, from managing a gymnasium and swimming school to editing an encyclopædia. The latter was a work very much needed at that time in America, and was very successful, as it was the only one to treat of America especially. He also translated French and German works, prepared a plan of education for Girard College, and published his *Letters to a Gentleman in Germany*. During this time he lived for a while in Boston, and there made friends of such distinguished men as Story, Channing, Pickering, Sullivan, Ticknor, Prescott, and others. He made an attempt to get a foreign mission, and although he was strongly endorsed, he was unsuccessful. This would have been greatly to his tastes, as he could have renewed his European associations. It was a painful disappointment to him to have his "castles in the air about Europe" come tumbling about his ears, for though he had no "homesickness for Germany," he longed "for Europe, for science, and art."

APPOINTMENT TO SOUTH CAROLINA COLLEGE.

During these years he toiled unceasingly to meet the needs of a growing family, and anxiously waited for "the time to write on subjects which have long occupied my mind." He divided his years between Boston, New York, and Philadelphia. Boston was the most congenial to him, and though New York was a "hundred times more stirring, encouraging, enterprising than Philadelphia," yet it was in the latter place that he made a friend partly through whose influence he was enabled "to find at last a fixed spot." Mr. Nicholas Biddle was at this time president of the United States Bank at Philadelphia, and another gentleman, Hon. William Drayton, of South Carolina, was residing there. Judge Story in Washington was of course acquainted with the influential men from South Carolina, and it was through the kind influence of these gentlemen, but chiefly of the first two, that Lieber was induced to apply for a place in the faculty. The college was to be reorganized after the liberal but disastrous policy of the bold Thomas Cooper, and Colonel Drayton furnished Lieber with letters to Governors Hamilton and Hayne. Both these gentlemen interested themselves to procure him a place.

Lieber did not want to go South; the scholarly associations and congenial companionship were lacking, and he, an uncompromising, life-long advocate of liberty, was forced to be politic on the slave question. On February 28, 1835, he wrote to his friend Mittermaier: "Yet I am aware how much I must give up in accepting the situation. I must bid farewell to all that is most precious and dear to me, and shall be compelled to live in a slave State; yet I shall there have a settled sphere of activity, and shall be able to exert my influence in the right direction. It will give me the means of supporting my family, and the time to write on subjects which have long occupied my mind."

On June 5, 1835, he was unanimously elected professor of history and political economy, and afterward political philosophy was added to his department. He now entered upon the work of teaching that he was to follow for nearly forty years. He had had no experience in instructing large classes before he undertook the work at Columbia. He was, however, fitted for the task by his comprehensive knowledge and felicity of illustration. He aimed to make the subject interesting and attractive to the students.

LIEBER AS A TEACHER.

"His method of teaching," as well described by Hon. R. M. Thayer,¹ "was such as to make the subject attractive in the highest degree to his students, and they thoroughly understood everything they learned. He never read lectures, but expounded his subject in terse, familiar language, and impressed them by copious and happy illustrations. At

¹ Lieber's Miscellaneous Writings, Vol. I, pp. 34-5.

the end of every recitation he gave out what for the next time they ought to read collaterally, and what peculiar subjects or persons they ought to study, besides the lesson. He caused them to read poetry and fiction, in connection with history, in order to see how great writers had conceived great characters. He relied much upon the blackboard. To one he would give chronology, to another geography, to another names, to another battles. Four large blackboards were in constant use at the same time, and often a considerable part of the floor besides. All names were required to be written down, sometimes sixty or seventy by one student, with a word or two showing that the writer knew what they meant. All places were pointed out on large maps and globes. All definitions were written on the blackboard, in order that there might be no mistake. Foreign names were always written on the blackboard behind him. He always appointed a lesson, but the students when they came did not know whether they were to recite or to listen to a lecture, so that they always had to be prepared. Notes of his lectures were to be taken, and he required each student to have a blank book, wherein they must enter titles of books and subjects to be studied in later life—such as were necessary for an educated man; and he was particular in requiring this blank book to have a firm cover. He used to say that books were like men, of little use without a stiff back."

He believed fully in illustrating history as much as possible, and taught by object lessons. He ornamented his rooms with portraits and busts of the most famous characters of history. There might be seen ranged around his room Homer, Demosthenes, Socrates, Cicero, Shakespeare, Milton, Kant, Goethe, Luther, Washington, Alexander Hamilton, Humboldt, William Penn, the illustrious trio—Webster, Clay, and Calhoun—and two eminent Carolinians of his day, McDuffie and Preston. He was no musty delver in mere antiquity, but a close student of current matters and living men. He believed in the power of a motto, a maxim, or a sentence, placed so that the eye could fall on it at any time. In his vestibule he had painted:

Patria cara.

Carior Libertas.

Veritas carissima.

One day in speaking to his Juniors, Seneca's words came to him: *Non scholæ discimus, sed vitæ.* He took this idea and had a tablet made with these words: *Non scholæ sed vitæ; vitæ utrique* ("Not for the school but for life; the life here and hereafter"). This tablet he fastened to Washington's bust immediately over his head, so that the class faced it.

In his first report to the trustees he asked for an appropriation of two hundred dollars for maps, and fifty dollars for English news-

papers, "which I find indispensably necessary, both in order to keep up with the history of the day, and in particular for my lectures on the current events of our own times." He declared that his room was so small "that maps and blackboards cannot be placed in the same room, and yet each is as important as the other." The trustees decided adversely on the request for the maps, but granted him the newspapers on the ground that they would make his lectures more useful to the class.

But as a disciplinarian, unfortunately for him, he was a failure. He was testy, impulsive, easily angered, and never quite understood the spirit of the American boy. His students all respected him, and admired his talents, but at times they tried his temper to such an extent that the mollifying influence of the president was necessary. A student in class one day made him angry, and he threw down his book and left the room. His high-spirited scholars felt their dignity wounded and "boycotted" him, refusing to return until Lieber apologized. The president took the matter in hand and it was several days before the difficulty was "adjusted."

Many amusing anecdotes are related of his encounters with the boys, in some of which he discomfited them, while in others he was himself discomfited. On one occasion he asked what was the religion of the Jews, and on being answered "Mohammedauism," he was so angered that he tried to have the fellow driven from college for stupidity. Being absent from college for some time, he turned over his record book to another professor to make out the grade of the students under him. Against one boy's name he had marked "fool," "fool," "fool," every time he was called up. A candidate for entrance into the Freshman class offered himself to Lieber for examination. "Mr. W., where is the Pacific Ocean?" "You must think I am a booby, sir." "Very well, sir, what was the name of Ulysses' dog?" The student very prudently chose to answer the first question.

At another time he asked the class: "What is Bologna noted for?" Getting no reply, he himself answered, "For professors and sausages." This of course provoked a laugh. "Oh, gentlemen, you need not laugh. Wherever dere are professors and sausages, dere you will find students and hogs."

But there are some good anecdotes at Lieber's expense still current in college circles. In those years the rules were very strict, and required the professors to rush out on the campus and arrest any students found there after a certain hour at night. One dark night a nimble-footed student was going to his room laden with a turkey and other stolen plunder, when Lieber, hearing the noise, suddenly rushed out and gave chase. The student took this opportunity to play a prank on him, and led him around the campus in the darkness upon a convenient pile of brick. Lieber thought he had his prey, and made a wild, ineffectual grab at the flying coat-tails as the boy lightly ran over the pile, and the next instant the professor came down heavily on all-fours on the rough

bricks. The youngster hid himself near by, and solemnly maintained afterward that the "Walking Encyclopædia" slowly rose, vigorously rubbed his shins, and exclaimed, *sotto voce*, "Mein Gott! All dis for two thousand dollars!"

It is said that with all his command of the English language he never learned to pronounce the "th." In spite of his differences with the students, he sometimes gave them very fatherly advice on matters not at all connected with the regular work. One of his students was a very modest fellow, and had an unfortunate habit of blushing without much reason for it. Lieber one day took him aside and very earnestly said to him, "Mr. A, you must cure yourself of this bad habit of blushing. In Europe everybody blushes; men, women, children—all blush. But in America, nobody blushes unless he has something to blush for."

HIS COURSE OF STUDY.

He was the first full professor of his branches the college ever had, and probably he gave more advanced courses in his "exile" than were given at the time in the large, wealthy institutions of the North. In 1837 he reported to the board that the Freshman class had studied ancient history (Tytler's) to the Peloponnesian War; the Sophomores to Alexander the Great; the Juniors in modern history were studying German and French history, and the struggle of the Netherlands against Spain; while after this they would take up English history to the accession of James I. During the year he had lectured to the Senior class on political economy, merely touching on commerce. He varied his course at times. In the following year the Sophomore class studied ancient Greek and Roman history to the Punic War, while the Juniors devoted their time to the Middle Ages, and heard lectures on the Spanish and Portuguese discoveries and the Reformation. In political economy he first gave the introduction to the subject, and after finishing the subject of revenue would take up that of commerce. His text-book in history was Tytler's Universal History, and in political economy he used Say's. His annotated copy is preserved at Baltimore.

But he never confined himself to any book. His stores of knowledge were always full, and he poured them out profusely. The students could at almost any time draw out of him a profound philosophical lecture. He never had set lectures, and never used notes in his talks to the class. When a passage, a sentence, or a word arose that called up a train of thought, he opened his vast storehouse and the students listened with interest and wonder.

A most interesting feature, and one that many teachers cannot attempt for want of sufficiently broad knowledge, was his happy "parallels" between ancient and modern history and politics, and his applications to current events. In his report of 1839 he says: "I have continued Roman history to the Junior class, and endeavored to draw parallels in modern history and politics." With his universal and exact

knowledge, nothing could be better adapted to impress on students the continuity of history and the unity of the human family.

But his ultimate aim in all his teaching is probably best described in the dedicatory epistle "to his former pupils," which introduces his *Civil Liberty and Self-Government*. "When you were members of this institution I led you through the history of man, of rising and of ebbing civilization, of freedom, despotism, and anarchy. I have taught you how men are destined to be producers and exchangers, how wealth is gathered and lost, and how, without it, there can be no progress and no culture. I have studied, with many of you, the ethics of states and of political man. You can bear me witness that I have endeavored to convince you of man's inextinguishable individuality, and of the organic nature of society; that there is no right without a parallel duty, no liberty without the supremacy of the law, and no high destiny without earnest perseverance—that there can be no greatness without self-denial. Through you my life and name are linked to the Republic, and it seems natural that I should dedicate to you a work intended to complete that part of my *Political Ethics* which touches more especially on liberty. You will take it as the gift of a friend, and will allow it kindly to remind you of that room where you were accustomed to sit before your teacher with the busts of Washington, Socrates, Shakespeare, and other laborers in the vineyard of humanity, looking down upon us."

Col. C. C. Jones, author of the *History of Georgia*, who was a student under Lieber nearly forty years ago, bears "willing testimony to the truth of the statements contained in that generous dedication," and further says: "To my apprehension never was instructor more painstaking, luminous, or able. It was a genuine privilege to sit upon his benches and learn at his lips. * * * The text-book furnished only a meagre theme for his daily discourses. Treasures of expansion, illustration, and philosophical deduction were evoked from his great storehouse of knowledge and reflection. His classes were always full. He claimed and received the closest attention. * * * His intercourse with the students both within and without the lecture-room was manly and pleasant. The relation between teacher and pupil was maintained at a high standard, and he evinced, on all occasions, a special pleasure in enkindling a desire for exact and liberal knowledge in his department, in satisfying all inquiries suggested by the topics under discussion, and in directing the attention of his scholars to the highest sources of information. Above all, his delight was to lead the mind of the learner to a clear comprehension of the genuine philosophy of the event, and to inculcate the cardinal principles which lay at the foundation of civil, religious, and political liberty, ethics, public morals, labor and property, international law, and the kindred subjects comprehended in his department. In my eyes he was a wonderful instructor. I delighted to sit under his teachings, and I have never ceased to remember with

gratitude the suggestions, the knowledge, and the encouragement which fell from his lips."¹

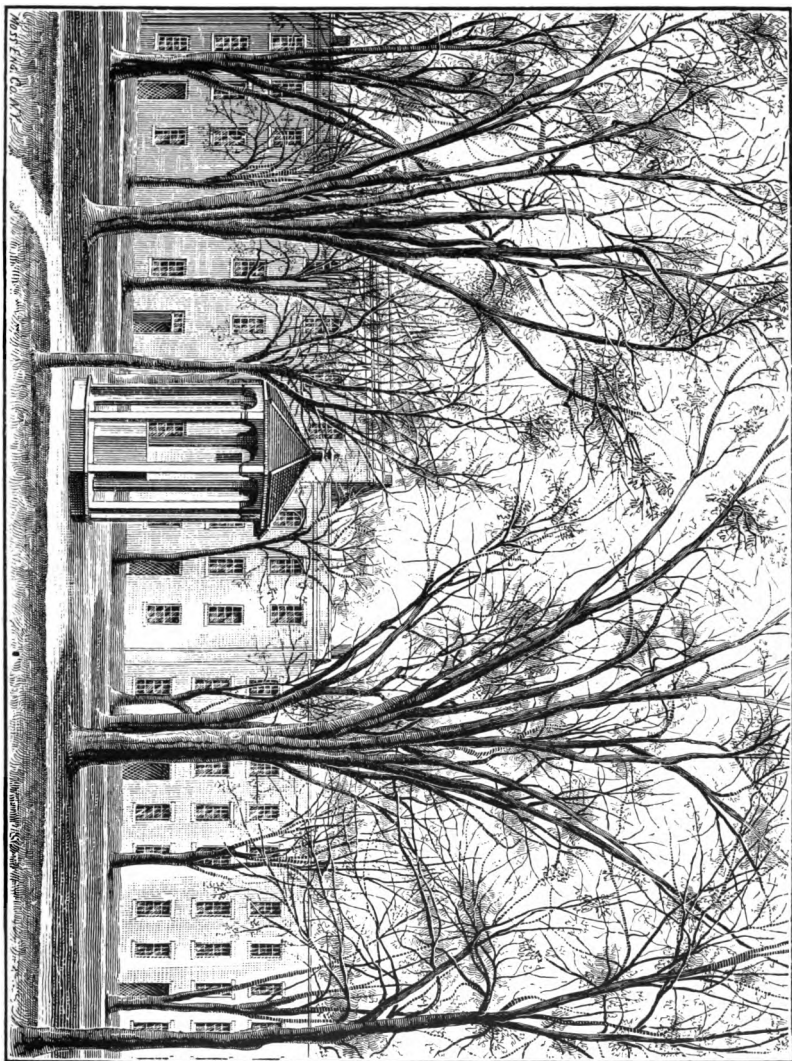
But he was a believer in other stimulus for the students besides the teacher's enthusiasm. He recommended the adoption of the prize system, and advocated the bestowal of handsome editions of the classics on the best students, but required the system to be based on general excellence, so as to prevent a one-sided development. In his words, "I am far from being hostile to emulation, if guarded and restricted." He probably felt the need of such extraneous stimulation for the student when he said in his report of 1838: "About half of the whole number study well, earnestly, in my department. Part of the other half do, I believe, about as much as they can without exerting themselves." But his offer of three nines (the maximum mark) to any one of the Freshman class who would find his glasses, that he had accidentally lost on his way to the class-room, can hardly be considered as a premium on scholarship.

LIFE AT COLUMBIA.

While Lieber was successful as a teacher, and won the love and admiration of his pupils in spite of his testiness, and had the respect of his associates and the trustees, and the friendship of the leading men and the confidence of a large number of admirers through the State, yet his life there was not very happy. His lot in the North had been a hard one, as he had lived there the life of a literary hack, going from city to city, and he came South from sheer necessity, to get food, clothing, and shelter for his family and time to write out his political philosophy. He bluntly admitted that, though "I must bid farewell to all that is most precious and dear to me, yet * * * it will give me the means of supporting my family." Even after having been there nearly eighteen years, he wrote to Hillard, in a letter of April, 1854: "William C. Preston wrote home from the North last year, 'They cannot understand here how we can keep Lieber in our parts.' The matter is very simple; because they give me the means to support my family."

When he came to Columbia he is said to have been very needy. As the youngest professor, according to the rule, he had the last choice of houses, and was forced to take a very small one. On the sudden death of Professor Knott, Lieber petitioned the board for the vacant house, "because I have but four rooms. My study, in which I spend all my time that I am not occupied with college duties, is close to the nursery, so that I can hear every word spoken in it. I would never have mentioned this circumstance except when an opportunity offered to obtain a more convenient one. * * * I trust I need not assure you that it is painful to write on so apparently trifling matters to the trustees, but a man's

¹ From a private letter to Dr. H. B. Adams, from which the author is permitted to quote.



LEGARE COLLEGE.
SOUTH CAROLINA UNIVERSITY.

PINCKNEY COLLEGE.

house is after all no trifling matter, especially not that of a literary "house." It is pleasant to note that he got the larger house.

His life there was *unfreundlich*—uncongenial. Not quite three weeks after his arrival in Columbia he could record in his journal: "Homeless! ah, why cannot I live in peace somewhere where I know I shall remain, where I can feel at home and join in the life of my community! Here in the South we cannot live forever; that is certain."

He missed the intellectual associations of the North, his companions to whom he wrote so warmly.¹ Within a few days after coming South he records in his journal: "I feel how far I am removed from active, progressive, and intellectual life."

He made warm friends there, and was heartily welcomed by many of the best people. He formed a very high opinion of William C. Preston, and records in his diary, shortly after his arrival, "Preston I like much. He is a thinking man and a gentleman." At other times he speaks of the kindness of the Prestons, Notts, Hamptons, La Bordes, and others. But they were not interested in the deep questions that he loved to discuss.

The Calvinists in the State also opposed Lieber's liberal views. His ideas were not extreme, like Cooper's, but he could never accept the literal interpretations of some of the churches. Before he moved South he was informed that "the religionists represent me positively as an *infidel*, and some as an 'infidel in disguise!'" The attacks continued, and after he had been there fifteen years he found it necessary to answer the charges made against him for "teaching unbiblical doctrines." He wrote a letter of condolence to one of his colleagues who was charged with the same offence, in which he declares that the Bible, "the greatest truth of all," "stands, and will stand, in spite of the ignorance and foolishness of some of its friends."

He never ceased wishing to get away from the South. He looked forward to the time when he could leave, even if he had to give up his line of work. Within a few weeks after reaching his Southern home, he wrote to Sumner: "I would rather go to Alabama and become a planter, make a competency in five years, and then become a writer." He had no desire to become one of the Southerners. It was too much of a "solitude" for him. He writes in his diary the third year after settling there: "Life does not touch us; the world moves on, and we are left behind. I cannot remain here forever."

With Judge Story at their head, his friends tried to establish a professorship for him in the Cambridge Law School, and the attempt seemed likely to be entirely successful, when Story suddenly died.

¹ On the appearance of his *Political Ethics*, in 1839, he writes in his diary: "Now, I have not one, not even one, here who sympathizes with me, still less one from whom I could derive stirring knowledge in my sphere. My book, as it is before the public, I have been obliged to spin solitarily out of my brain, as the spider spins its cobweb, without one cheering consolation, one word of friendly advice—in utter mental isolation."

Toward the last he gave up the hope of being removed, and came to rely on himself to do the work. With his friends he spoke and wrote jocularly of the "Lieber Emancipation Society," that was finally to get him away from the place which "never was our home," though he lived there nearly twenty-two years. In the midst of all his anxiety to get away, he could still be humorous. In one of his very serious letters he wound up with the request, "Take me away from this land, where the skies are so blue and the negroes so black!" Although just two years before leaving there he could write, "I shall soon have spent twenty years in this region. It would be folly to speak of anything after that, except the misspent life."

Yet it must be remembered that this "region," this "solitude," this "exile," this "barren loneliness," this "absolute desert," this "Siberia," made him the man that he is. It was here that he could find time to record those weighty thoughts. He never found time in the North before going South, though he was there seven years, and he never obtained the time there until he cut himself loose from the South.

HIS WRITINGS AT COLUMBIA.

It was at Columbia, as has been said, that his great works were produced. The germs of one of them were probably in his mind before going there, but the others were entirely the product of this scholastic leisure. His *Manual of Political Ethics* came out in 1838, *Legal and Political Hermeneutics* in 1839, and *Civil Liberty and Self-Government*, probably his best known work, in 1853.

It is not within the scope of this paper to attempt a characterization or an outline of these philosophical productions. Lieber's friend and biographer says of them: "They were positive additions of the greatest importance to the knowledge previously possessed upon these subjects. They embodied in a profound, original, and comprehensive system the principles upon which human society and government repose. They traced to their true sources all the social and governmental relations, and expounded their reasons, their history, their distinctions, and their philosophic significance and results, with a clearness of exhibition, a force of argument, a wealth of learning, a power of illustration, and a high moral purpose, never before seen in the same field."¹

These works attracted great attention, not only in this country, but throughout Europe, and were very quickly translated into German. They drew flattering words from W. H. Prescott, Chancellor Kent, and Rufus Choate; from Hallam and Creasy; and from Von Mohl, Mittermaier, and Garelli; Harvard conferred on him the degree of LL. D., and the French Institute elected him and Archbishop Whately corresponding members on the same day; while the King of Prussia offered him a chair in one of his universities.

¹ *Miscellaneous Writings*. Vol. I, p. 24.

He also wrote many short newspaper and magazine articles while in Columbia, and delivered several addresses, one of the most famous of these being at Greenville in 1851. His essays on labor and property, his inaugural address on the Study of History and Political Economy, the First Constituents of Civilization, the Character of the Gentleman, the Necessity of Continued Self-Education, and the History and Use of Athenæums, were all brought out during "this golden time of scholastic leisure and scholarly production."

HIS POSITION ON PARTISAN QUESTIONS.

It has been said of Lieber that "He was thoroughly American in all his feelings—as much so as if he had been born here." In no respect did he show his American feeling more than in his love for the Union. He believed in the preservation of this first, foremost, and all the time. In a man of his affectionate nature, no stronger language to indicate his devotion to country could be used than the following in a letter to Hillard, December 29, 1849: "I love my wife—God knows it—yet I know I should not feel her loss more than the breaking up of the Union."

But he never allowed himself to become a partisan in the discussion then so all-absorbing in the State. Although the college was so closely connected with the politics of the State, it is to the credit of Lieber that he did not use his position to influence the young men under him on a partisan question. He could truthfully testify: "In my position, as a servant of the State, in a public institution of education, I have imposed upon myself the duty of using my influence with the young neither one way nor the other in this discussion. I have scrupulously adhered to it in all my teaching and intercourse. There is not a man or youth that can gainsay this. But I am a man and a citizen, and as such I have a right, or the duty, as the case may be, to speak my mind and my inmost convictions on solemn occasions before my fellow-citizens, and I have thus not hesitated to put down these remarks. Take them, gentlemen, for what they may be worth. They are, at any rate, sincere and fervent; and whatever judgment others may pass upon them, or whatever attacks may be levelled against them, no one will be able to say that they can have been made to promote any individual advantages. God save the Commonwealth! God save the common land!"¹

In his family, as in many others, was illustrated the cruelty of a civil war, when two of his sons held commissions in the Northern army, while his eldest and probably most promising one laid down his life for the cause of secession—a cause that his father had so unceasingly opposed through life.

¹ Miscellaneous Writings, Vol. II, pp. 125-136.

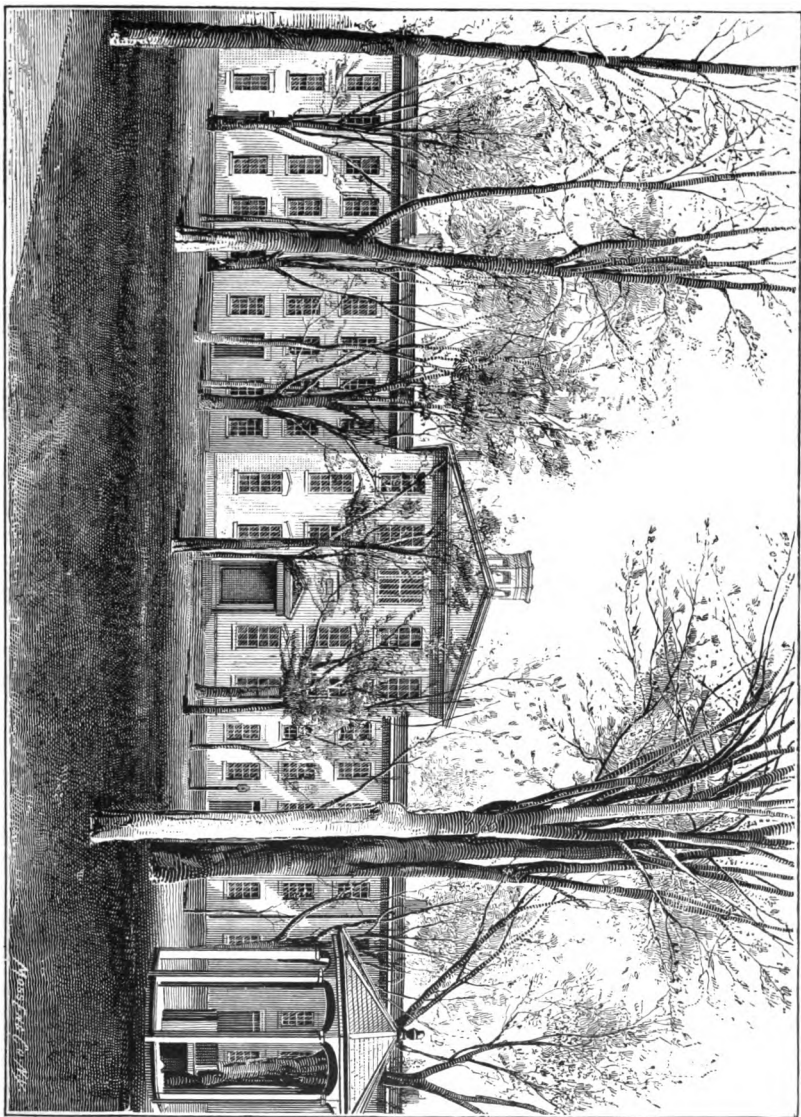
LIEBER AND THE PRESIDENCY OF THE COLLEGE.

Lieber went South unwillingly as into exile, and it was but natural that the people there should feel that he was not "one of them." He was not fanatical about their institutions, but the whole atmosphere was uncongenial. He was bold, and incapable of flattery or hypocrisy. He was a great scholar, and whatever else may be said of the people themselves, it was pleasant to them to have such a man in their midst.

But Francis Lieber clearly read the signs of the times, and understood his exact position. There can be no doubt that he wanted a more public place than that of professor. As such, he came in contact with the students, and could hope to influence the public through them alone, and indirectly, through his teachings. But the office of president was one of the most prominent and public in the State. It was considered almost as high as that of Governor or United States Senator. The college was practically a school of politics, and the president was brought into direct contact with the affairs of the State. An election to the office was as important, and attracted as much attention, as an election to the Governor's or a Senator's place. Nominations were made in the public press, and sides were taken as in a popular contest. The presidents had nearly all been politicians, and it is significant that the most successful ones were influential in public affairs.

But to get this coveted honor Lieber had to be something more than merely politic, and he recognized it. As early as 1842, he recorded in his diary: "But nothing would make me more one of them, and give me greater renown, than a pamphlet written for the South, especially in favor of slavery. I would sooner cut off my right hand! Had I done all this, I doubt not I would have had one of the best chances of being elected president of the college."

But social life softened his indignation, and familiarity with the system widened his knowledge. The people were hospitable and made much of him, and the climate with its "incomparable sunsets" was pleasant to him. He wanted the office of president, and had to become more prudent on slavery. But on other questions he did not go far enough for one side, and went too far for the other. There could be no unanimity of sentiment for him, and he allied himself with the weaker party. He could be silent on slavery, make no attacks on it, even endorse it by buying a slave, but he was too manly to swallow his indignation and defend it as "a good, a positive good" in itself. But his bold, outspoken utterances on secession, his outbursts against Calvinism, his connecting Calvinism with Know-Nothingism, his attendance on the Episcopal church instead of the Presbyterian, his abhorrence of the doctrine of future punishment—all these, combined with a suspicion on the part of some that he was inclined to abolitionism, and his failure as a disciplinarian, defeated him for the office upon which his heart was so firmly set.



RUTLEDGE COLLEGE, SOUTH CAROLINA UNIVERSITY.

His candidacy was made a question of politics, and the papers through the State were treating it as they did political questions. The movement for him was spontaneous, as he himself refused "to move a finger" to get the office. Many of his warmest supporters were his old students, but many of them he never knew or heard of. This spontaneous uprising for him was very pleasant and grateful to Lieber, and led him to believe that, under proper circumstances, "I could be a man of the people, in the sense in which Luther was one." All the alumni and a large number of the people, as far as could be judged from popular demonstration, and at first a majority of the trustees, wanted him elected president. But the outgoing president, Thornwell, a power in the State at that time, endorsed another professor, who was a Presbyterian, in the hope of thus killing off both and running a "dark horse." But, to the astonishment and dismay of not only Lieber, but the other members of the faculty, Thornwell's candidate was elected. He was a new man, not acquainted with the students, having been there only a year, and showed his total unfitness for the office in the two years he was allowed to hold it. Lieber felt very much hurt over this, not that he was defeated, but because "a professor unknown to the trustees and utterly incapable of ruling this institution has been elected, and because the college will go to ruin!" The disappointment was too keen for him, and he sent in his resignation, without any prospect of getting another place.

Lieber left Columbia, S. C., in 1856, and went to Columbia College, New York, shortly afterward, to a professorship, which he held until his death in 1872. The alumni of the institution showed that their support of him was genuine by their resolutions of regret, conveyed to him by some of the most prominent men in the State.

OTHER PROFESSORS.

During Lieber's connection with the school, there were also other teachers of prominence in the various departments, but the limits of this work preclude mention of more than a few. Some of them are to-day occupying advanced places in institutions of very high rank. Charles S. Venable was for two years professor of mathematics. He had been educated at Hampden-Sidney College and the University of Virginia, had studied for some time in Germany, and on returning to this country had successively filled professorships at Hampden-Sidney, the University of Georgia, and then at South Carolina College—and all this before he had reached the age of thirty. He entered the army on the outbreak of the War, and rose rapidly to a position on General Lee's staff. After the War he was elected to a chair in the University of Virginia, and there prepared a series of mathematical text-books of high character.

Another professor, a young man of great promise, was Robert W. Barnwell, who died from severe labors on the Aid Association in 1862.

The two Le Contes, who graduated at the University of Georgia, were also professors there. They now hold places in the University of California. William J. Rivers, who wrote the early history of South Carolina for Mr. Winsor's *History of America*, held the chair of Greek. There were also the two Gibbes and Ellet in science, and Nott in logic.

Prof. James Wallace, who held the chair of mathematics from 1820 to 1834, wrote a text-book on geometry that was one of the most complete in the country up to that time. He also prepared a treatise on globes, and one on practical astronomy. On one of his works he was engaged for twenty years, but it was excellent when finished. He also held a chair in Columbia College, and again in Georgetown College, in the District of Columbia.

Besides others, whom want of space prevents mentioning, there was La Borde, the quaint, gentle historian of the college, whose work is quite unique in its way, being probably the only ambitious attempt of the sort south of the Potomac River.

SUBSEQUENT HISTORY OF THE COLLEGE.

When the mighty storm convulsed the country, the college, in common with so many other institutions south of Mason and Dixon's line, could only bow its head until the elements had spent their fury. Its students, and many of its professors, went to the front, and its walls resounded with the groans of the wounded and the sick, instead of the shouts and laughter of the boys. When the War closed the trustees bravely determined to take up the lines where they had fallen and reopen the doors again, in the midst of all the confusion and disorder attendant on the inauguration of a new system. The officer of the United States Army in command co-operated with them all that he could, and it was announced that the college would again receive students.

But it was not to do so as a college, but as a university with independent schools, after the style of the University of Virginia, thus furnishing another illustration of the overwhelming influence of Jefferson's original mind. The institution was reorganized as a university, with departments of law and medicine added. In the academic department proper most of the old professors were reinstated, while Robert W. Barnwell, who had restored confidence in the college after the disastrous administration of Thomas Cooper, was again called to the head of it. With the destruction of the auxiliary academies, the college found it necessary to lower the requirements for entrance, and in consequence for graduation. Unfortunately the old high standards have never been reached since then, though the faculty have made faithful efforts to do so.

The prospects were bright; over one hundred students attended the courses in spite of the revolution. But a warning was given in the reorganization of the board in 1869, which was followed by some resignations. The others still held on, as their lives had been spent in

connection with the school, and it was hard to give it up. But when the final step was taken by throwing open the doors to all without regard to race, the last one of the old faculty sadly bade farewell to the old familiar walls, and left never to return.

The school was thrown open to the blacks, and the white students instantly left. The curriculum could no longer be more than that of a medium high school, and even with that concession the benches were not filled. Scholarships were offered by the Legislature, and the students were practically hired to go to school.¹

During the first period, until 1873, the college did good work in spite of the drawbacks and the confusion in the land. There were sixty-one degrees conferred during this period, and among the graduates were some young men of promise. It was during this time that one of the present members of Congress was graduated, and the present able professor of history and political economy in the South Carolina College received his diploma in these years. During the period of the negro attendance about twenty-three degrees were conferred. The college was a failure.

The school was closed in July, 1877, and reopened as the College of Agriculture and the Mechanic Arts in 1880. This college continued for two years, and then after some effort an appropriation was made, and the College of South Carolina again reopened. The whole of the higher education of the State was then organized under the name of the University of South Carolina, while the branch at Columbia retained the old name of the College of South Carolina, with a full faculty of arts and sciences. J. M. McBryde, a native of the State and a gentleman of educational experience, was elected president, and he has vindicated the wisdom of the choice. He was assisted by seven professors, and since then the college has moved on very smoothly and successfully. The attendance has almost reached that before the War, and at one time (1884) went to two hundred and thirteen, the third highest figure in the history of the school, and at another to two hundred and two, while the average attendance for the last five years has been about equal to that for the whole time since the college was founded.

LIBRARY OF THE COLLEGE.

The library of the college contains some very rare volumes, and the following sketch of it from a report issued by the Bureau of Education is not inappropriate :

"The South Carolina College, now the University of South Carolina, was chartered in 1801, and a library was at once begun. The first grant for it was made by the General Assembly in 1802, and when the college opened in 1805, about three thousand dollars, it is estimated, had been paid for books. In 1813 the board of trustees voted to apply

¹ The effort in Ohio to co-educate the two races seems to have met with the opposition and foolish prejudices of the whites.

the surplus of the tuition fund to the library. During the period from 1813 to 1845 this amounted to \$23,757. In 1823 the General Assembly made a grant of five thousand dollars for the benefit of the library, and in 1825 voted an additional five thousand dollars for the same purpose. In 1836 fifteen thousand dollars were appropriated for a library building and five thousand dollars for the purchase of books; and in 1838 an annual grant of two thousand dollars was voted for the library. During the period from 1836 to 1853 the grants for the library by the General Assembly amounted to forty-three thousand dollars, and there was realized from the surplus tuition fund the sum of \$19,374, making an aggregate of \$62,374 in seventeen years. The library has received altogether from State and private sources over ninety thousand dollars.

"Governor John Drayton, whose message to the General Assembly in 1801 is considered the germ of the college, was among the first, if not the first, to give books to the library. In 1807 he presented his own publications and a number of other works. In 1841 the General Assembly presented a copy of the American Archives. In 1842 copies of the acts and resolutions of the Assembly from 1790 were presented by order of the General Assembly, and have since been received annually. In 1844 General James H. Adams and Colonel John Lawrence Manning made valuable gifts of books, and the General Assembly presented Audubon's Birds.

"The number of volumes now in the library is about twenty-seven thousand, besides one thousand pamphlets. A literary society, the Clariosophic, connected with the college, has a library of one thousand two hundred and fifty volumes.

"The college library contains a large number of rare and valuable books, and is especially rich in works on Egypt. The first copy of Rosellini's *Monumenti dell' Egitto e della Nubia*, ten volumes octavo, brought to the United States, was imported for this library. There are also many very old volumes, a number of them printed during the sixteenth century, and some dating as far back as 1480.

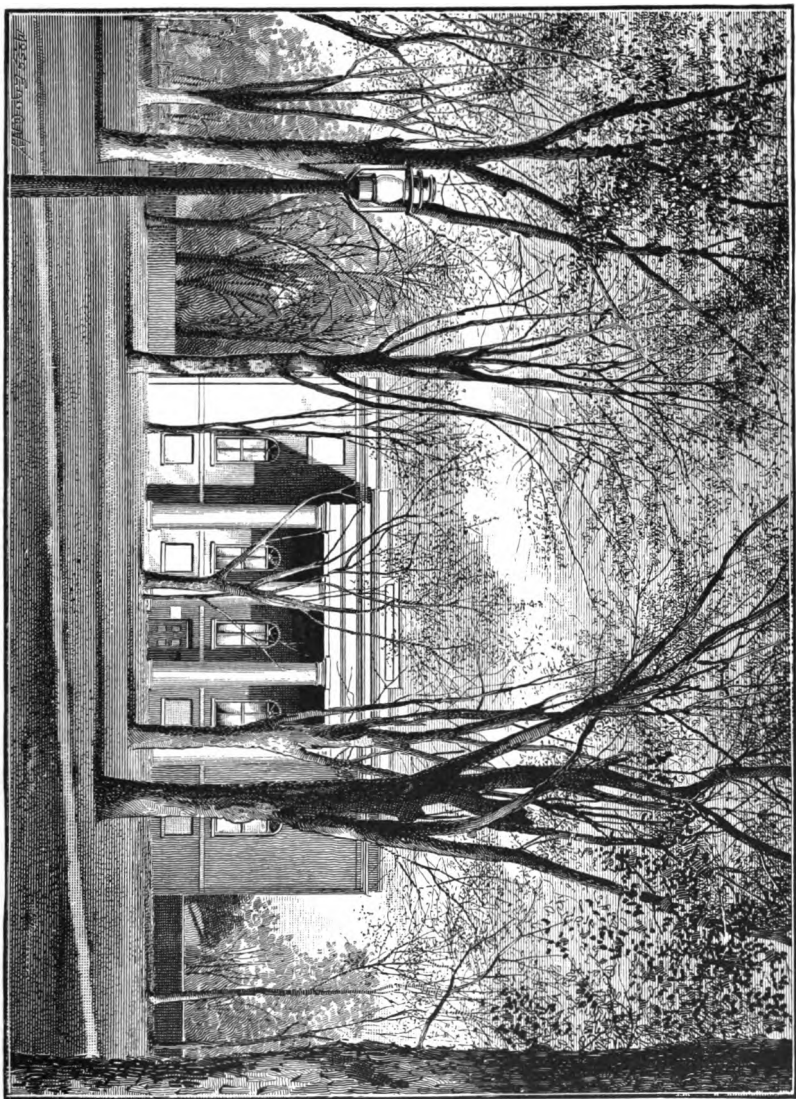
"The library was built in 1841, and cost more than twenty-three thousand dollars."¹

The building is one of the handsomest in the United States, and very fine additions were made to the library by Hon. W. C. Preston and Dr. J. H. Thornwell, which they collected in England.

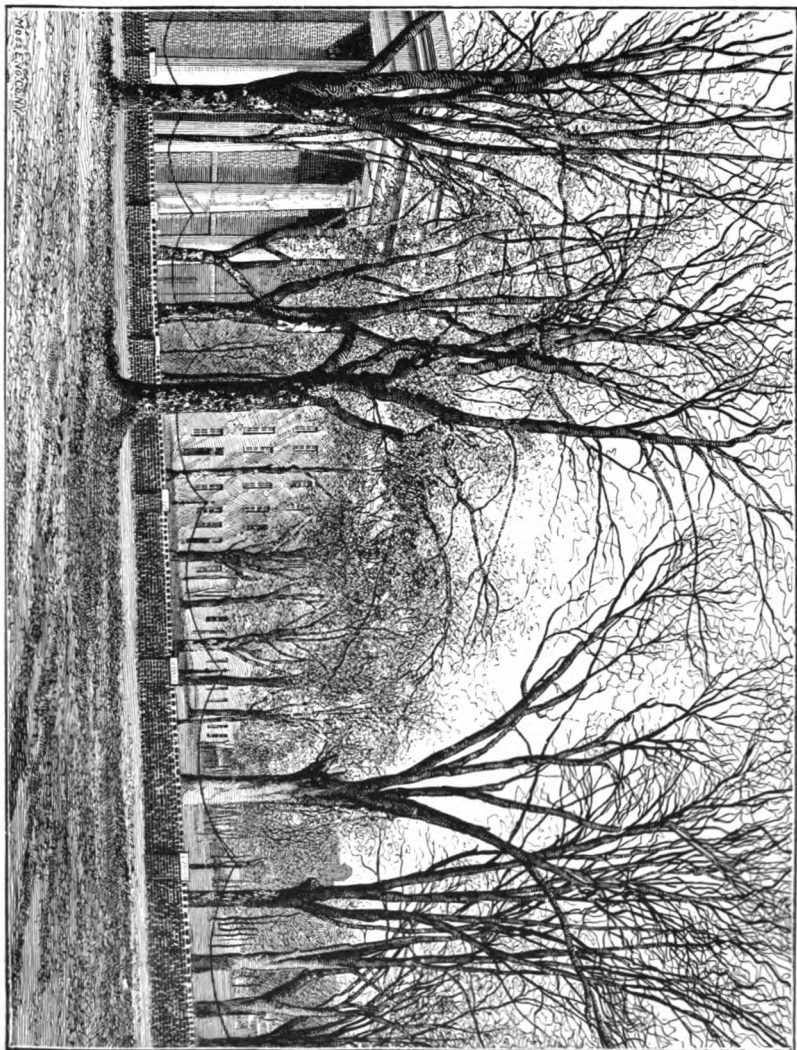
REORGANIZATION OF 1882.

Since its reorganization in 1882 the college has comprised, besides the school of law, seven full courses, all leading to the degree of A. B., and five shorter courses. In this way the demand for a broader and more elective system has been met. There are also post-graduate courses leading to the degree of A. M., and four professional degrees

¹ Public Libraries in the United States, Part I, pp. 121-2.



LIBRARY, SOUTH CAROLINA UNIVERSITY.



UNIVERSITY LIBRARY—VIEW FROM SUMTER STREET.

are also conferred. Unfortunately the requirements for entrance have been lowered far below those required under the old system. In Latin the authorities require only four books of Cæsar and six of the *Æneid*, besides the grammar and elements of prose composition; in Greek, only four books of the *Anabasis*; in mathematics, no farther than algebra to equations of the second degree.

When the college was reorganized in 1882, for the first time in its history the recommendation of that bold radical, Thomas Cooper, made half a century before, was put into practice, and the State had a free college, as well as free schools.

OPPOSITION OF THE DENOMINATIONAL SCHOOLS.

The sectarian schools believed that they were injured by this feature of the State College, and a demand was made for tuition to be charged. The argument was advanced that it was unfair that sects should be taxed for both their own schools and the State College, and further, that this power of taxation should not be used by the State to damage the denominational colleges.

The cry was taken up in the State, and made an issue in local politics in some counties. Those counties under the shadow of a denominational school elected candidates opposed to the State University. The matter was finally brought to a vote in the Legislature, on a motion to strike out the appropriation for the University, and the opponents of the University were badly routed. They now fell back on the free-tuition feature. The clause of the law relating to the matter seemed to leave it with the trustees whether they would charge tuition or not. The sectarians contended that the law was mandatory, and required tuition to be charged. To quiet agitation and put the matter to rest, the Legislature fixed the tuition at forty dollars. And so after a trial of only three years, in which it had worked so well, the State again violated Thomas Cooper's principle of a free University.

Within the last two years another attack against the college was threatened in another quarter, from the farmers, in their crusade for a separate agricultural college; but this seems to have been a blessing in disguise, since the result has been to place the institution in its present advantageous position.

PRESENT CONDITION.

The friends of the college were kept on the alert by these attacks, and were brought to consider earnestly the needs of the school and the best way to improve it. After reviewing the whole subject of university discipline, they adopted the following scheme of a State University. They determined to erect a school of agriculture and mechanic arts, a school of pharmacy, a college of law, a normal school, a college of liberal arts and sciences, and such other schools as might be necessary.

These were all to be located at Columbia under the name of the University of South Carolina, and the name of the South Carolina College would disappear. They went before the Legislature with this plan, and asked for an additional appropriation to carry it into effect.

The friends of the separate agricultural college opposed it with all their skill, but it passed by a large majority. The trustees have also secured the money for an experimental farm, under the Hatch Bill.

COST TO THE STATE—AMOUNT APPROPRIATED.

As the institution was established, supported, and patronized by the State, it becomes a matter of rational curiosity to know what it has cost the State. The total amount appropriated from the beginning, including the large sum in December, 1887, has been \$1,446,481. There has never been any endowment whatever, except a few scholarships, now six in number, which hardly more than pay the tuition. The income from student fees has never been very large, and is now less than eight thousand dollars. The college has been open for more than three-quarters of a century, and in that time it has cost the people less than is now paid for the public schools in three years. Two-thirds of the total amount will not equal the gross receipts of the State government for one year. Considering the number of great men the institution has trained, the large proportion of public men in the State it has graduated, and the impulse it has given to education and improvement, the State has never received larger returns from any investment. In 1887 the trustees felt that some effort should be made to extend the work of the institution, and they asked for an increase of appropriation. This was granted, and the amount increased to thirty-seven thousand five hundred dollars. This, with the student fees, land scrip fund, and Hatch Bill, will give the college an annual income of sixty-five thousand dollars.

The proposed changes are best described in the following communication from the president, giving in detail the

OUTLINE OF REORGANIZATION OF THE UNIVERSITY.

By a handsome majority vote of both Houses the General Assembly has granted the necessary authority and appropriations for the reorganization of the University of South Carolina on the following general plan or basis (the plan was to have been elaborated and perfected by the board of trustees at its regular meeting on February 8, 1888):

(1) The University of South Carolina to be re-established at Columbia exclusively for white students, and to be composed of the following departments: Post-Graduate Department; College of Agriculture and Mechanic Arts; College of Liberal Arts and Sciences; College of Pharmacy; Normal School; Law School; Agricultural Experiment Station; and such other departments as the trustees may hereafter estab-

lish; with a branch at Orangeburg (the Claflin College), exclusively for colored students; and a branch at Charleston (the Citadel Academy), exclusively for whites.

(2) The University at Columbia to be under the general direction of a president, who shall, by virtue of his office, be president of the faculties of its several colleges and schools.

(3) The other officers of the University to be a librarian and treasurer, a secretary, a chaplain, and a marshal; also a student as bell-ringer and one as mail-carrier.

(4) The professors, adjunct professors, and assistant professors in the different colleges and schools to constitute the general faculty, or University senate.

(5) Each college, school, or department, to be under the general supervision of a special committee of the board of trustees.

(6) Each college or school to have its own faculty, with a chairman or dean, who shall be one of its professors.

(7) When a professor appears in more than one faculty, his salary to be divided among the colleges and schools in which he teaches in proportion to the services rendered to each.

(8) The running expenses of the University to be divided *pro rata* among the several colleges and schools.

(9) The faculties to be organized as follows:

(a) *College of Agriculture and Mechanic Arts*.—President; dean; professors of agriculture, agricultural chemistry and meteorology, veterinary medicine and comparative anatomy, biology and histology, geology and mineralogy, chemistry, civil engineering and physics, mechanical engineering, mathematics and astronomy, English, modern languages, history and political economy; assistant professor of analytical chemistry; instructors in drawing, book-keeping, accounting, etc., and in modern languages; tutors in history, English, and mathematics; foremen in wood-work and iron-work; florist; farm superintendent.

(b) *College of Liberal Arts and Sciences*.—President; dean; professors of Greek, Latin, modern languages, English, history and political science, moral philosophy, physics, mathematics and astronomy, chemistry, geology and mineralogy, biology, and mechanics; assistant professor of analytical chemistry; instructors in modern languages, drawing, and elocution.

(c) *College of Pharmacy*.—President; dean; professors of chemistry, biology, mineralogy, physics and materia medica, and histology; assistant professor of analytical chemistry and pharmacy; tutor in Latin.

(d) *Normal School*.—President; dean; professors of pedagogics, English, history, biology, psychology (moral philosophy), mathematics, Latin, history and physical geography (agricultural chemistry and meteorology); instructors in drawing and book-keeping; tutors in English, mathematics, history, and Latin.

(e) *Law School*.—President; dean; professor of law; instructor in elocution.

(f) *Agricultural Experiment Station*.—Director; vice-director; chemist; two assistant chemists; photographer and analyst of soils and seeds; biologist; veterinarian; microscopist and bacteriologist; secretary and phonographer; farm superintendent; florist and gardener.

An experimental farm of about one hundred acres, well stocked and equipped, will be an adjunct to the College of Agriculture and Mechanic Arts.

A hall, erected at an original cost of thirty-five thousand dollars, will be set apart for the mechanical department, and the chemical, biological, and physical laboratories.

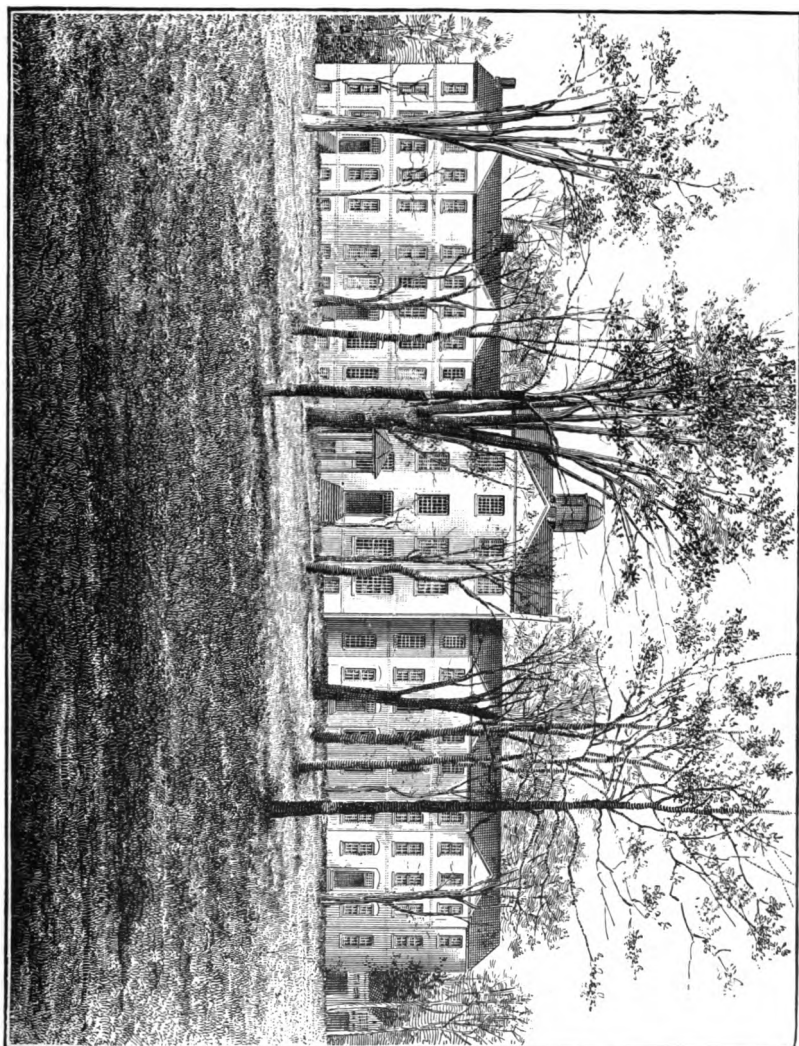
The public schools of the city and the Winthrop Training School for Teachers (female) will be closely affiliated with the Normal School of the University, and the graded classes of the former, from the primary to the highest, and the model classes of the latter will be open to its students. An arrangement will be made by which the students in the senior courses of the Normal School will be allowed to handle the above-named classes in the school-rooms. This will give the school admirable equipment for practical training.

In the several departments and colleges of the University, a wide range of instruction and varied courses of study will be offered. The actual teaching force will be twenty-seven, besides officers and foremen. Laboratories will be provided in every science, a gymnasium erected, an infirmary established, and the institution thoroughly equipped for its larger and higher work.

CONCLUSION.

The present outlook for the school is very flattering, and its friends can confidently look forward to larger attendance and greater results than ever before. There are now twenty-seven men on the academic staff, chosen on the whole with very great care. This number for the branches covered is almost as large as that of any Southern institution.

It is most gratifying to know that the trustees are broad and liberal, and do not confine their choice of men within State lines, or the creed of any sect. In choosing nine new men in May, 1888, seven of them came from outside of the State, and one of the remaining two was not born in South Carolina. Even the historic sectional line was disregarded in selecting one of the appointees from Iowa. No religious tests are required, but the experiment with Thomas Cooper could not be repeated. Of course in the choice, local pride and feeling have to be regarded. But great men have been connected with the institution in times past, and there is no reason why great men should not be connected with it again. The impetus which the greatness of a Lieber or a Cooper gives to a college is many-fold greater than that imparted by any number of moderate men.



DE SAUSSURE COLLEGE, SOUTH CAROLINA UNIVERSITY.

There was a time when the school at Columbia had no rival, but that is so no longer. But the issue has been fought out in other States, and it will have to be brought to a conclusion in South Carolina. There is one thing to cheer the friends of the State institution,—the victory in other States has largely rested with the advocates of State aid. All the denominations in the State cry out that it is an institution supported by the State for the Episcopalians, since they have no school in her borders. They claim that the Episcopalian is one of the smaller denominations, and yet it gets nearly all the benefit of the State school, since each of the other larger denominations has its own college. Four years ago it was attempted to raise a point on the fact that a majority of the officers of the State government were members of the Episcopal Church, and that the people were taxed for the advantage of this small body of Christians. The charge that the college is maintained for the Episcopalians is just about as baseless as the charge that the State exists for them. In 1886, in church membership of the students, every church in the State was represented on the roll-call, with the Episcopalians in the fourth place. The four leading Protestant denominations were represented on the academic staff, with the Episcopalians in second place, having but one more than either the Baptists or the Methodists. No one thinks seriously that this was designed.

As far as salaries go, there is no need for the institution to lack great scholars. The compensation is as large as that of the queen University of the West, and of most colleges. The institution need not be a rival of the denominational schools; its staff is nearly as large as that of all the denominational schools in the State. Its course is higher, and can be made so high as to give them ample room to live as training schools. With as far-seeing and as progressive a president as the one now at the head of it, the courses can easily be extended into advanced post-graduate ones. This is the tendency of the leading colleges now, and those that start the soonest will get the most patronage.

The people showed their liberality at the last session of the Legislature in a large increase of appropriation, and why may we not hope for still greater generosity in the future?

In considering the educational question, and in presenting the educational condition of the South, the difficulties which have surrounded and still surround her citizens should be remembered.

Beside the difficult duty of adjusting the problem of two distinct races living in the same country on perfect political equality, which the mind of Thomas Jefferson was unable to grasp and solve, it should be remembered that at the close of the War the wealth of this section of the nation had been dissipated in the protracted struggle, and all the resources of the country had been brought into requisition and strained to their utmost capacity. At its close the people went to work, and the cases of idleness were rare exceptions. All of their wealth had been

lost, and the vast planting interest had nothing to sustain it but valueless tracts of land. The character of the people, happily, had been hardened by the ordeals through which they had passed, and they met their trials with the same courage that had inspired them to maintain the unequal struggle for four years. Under the old régime, as in all countries, they were divided by class distinctions; but after four years of service side by side, the veterans of the War recognized each other as brethren, and struggled together in this new battle against adverse fate. Some of the most prominent citizens, for a period of years, hitched their horses to the plough, and did as honest daily work as the hardest-handed laborers. The number of leading men of rank who applied themselves to all sorts of manual work gives an example of the courageous character of its citizens. Under all these circumstances they have applied themselves, not only to the development of their material interests, but also to the improvement of their social and educational condition. They have borne patiently the imposition of heavy taxes to build up their public school system, and to educate with equal advantages the children of both races, and they have not complained of the hardships which have environed them. They have triumphed over social and material troubles, and under the protection of the Constitution of the United States, as in other States, and with the control of their own domestic affairs, their future is safe, and they will, with equal justice to all, overcome the difficulties which surround them.

CHAPTER VIII.

A BIBLIOGRAPHY OF THE HISTORY OF HIGHER EDUCATION IN SOUTH CAROLINA.

The libraries of Congress and the Bureau of Education in Washington, and of the Johns Hopkins University in Baltimore, contain most of the appended authorities, but several were kindly lent from private collections.

The following bibliography contains all the published sources of material, except those from which only a reference, a suggestion, or a single fact was obtained.

David Ramsay's History of South Carolina.

Two volumes, from the earliest times down to 1808. It is the largest history of the State ever written. Vol. II (pp. 352-383) probably contains the first sketch of education in the State. In spite of his practice as a physician in Charleston he was a busy literary man, and wrote a life of Washington, a universal history, and other works.

William Gilmore Simms's History of South Carolina, 1860.

This work is the product of the novelist and poet, the leading literary writer of the State, and contains some references to the founding of the State University, and a short sketch of the free schools.

A View of South Carolina. By John Drayton. Charleston, 1802.

John H. Logan's History of the Upper Country of South Carolina. Charleston, 1859.

Documents Connected with the History of South Carolina. By P. C. J. Weston. 4to. London, 1856.

Education in South Carolina prior to and during the Revolution. A paper read before the Historical Society of South Carolina, August 6, 1883. By Edward McCrady, Jr. Published by the Society. Charleston: News and Courier Book Presses, 1883.

A very able argument to show that education was not neglected in South Carolina during the early period.

Historical Collections. By B. R. Carroll. 2 volumes. New York, 1836.

South Carolina Historical Society Collections, Vol. I. 8vo. Charleston, 1857.

History of the Old Cheraws from about 1730 to 1810. By Right Rev. Alexander Gregg, D. D. New York: Richardson & Co. 1867.

Bartram's Travels in North and South Carolina, 1791.

Dalcho's Church History.

Short History of the English Colonies in America. By Henry Cabot Lodge. 1881.

Statistics of South Carolina, including its Natural, Civil, and Military History. By R. Mills. 8vo. Charleston, 1826.

Sketch of the History of South Carolina to the Revolution of 1719. With Appendix. By W. J. Rivers. 8vo. Charleston, 1856.

A Chapter in the Early History of South Carolina. By W. J. Rivers. Charleston, 1874.

School History of South Carolina. By James Wood Davidson. Columbia and New York, 1869.

Barnard's Journal of Education.

Scattered through the pages of this periodical are many references to education in South Carolina, especially the public school system.

Southern Educational Journal. Begun 1844. Mobile.

The Southern Teacher. Montgomery.

Local Government and Free Schools in South Carolina. By B. J. Ramage. Vol. I, No. XII, Johns Hopkins University Studies in Historical and Political Science. Baltimore: N. Murray. 1883.

A pamphlet containing the Reports of the Free School Commissioners in 1839.

The Collected Works of John C. Calhoun, edited by Richard K. Crallé. 6 vols. 8vo. New York, 1854-57.

Life of General Francis Marion. By Brig. Gen. Peter Horry and Rev. Mason L. Weems. Philadelphia.

American Journal of Education, Vol. III.

American Quarterly Register, Vol. XII.

In some respects this was a valuable publication. The article on the College of Charleston was written with care, and is one of the most important sources for the early history of the school.

Fraser's Reminiscences of Charleston, 1854.

Writings of Hugh Swinton Legaré, by his sister. 2 vols. Charleston, Philadelphia, New York, and Boston, 1846.

Southern Review. 8 vols. Charleston, 1828-32.

The Southern Literary Messenger.

One of the best sources for understanding the sociologic and economic life of the Old South.

De Bow's Magazine: "Industrial Resources of the Southern and Western States."

Several valuable articles on education in the South are to be found in this publication, and some of them relate exclusively to education in South Carolina. It was the only periodical of the kind in the South that lived for a long term of years, and its success is mainly due to the editorial capacity of a South Carolina man, a graduate of Charleston College.

The magazine was issued in New Orleans from 1846 to 1860, Vols. I to XXIX. In 1865 De Bow removed to New York and revived the work. He published four volumes in 1866 and 1867, and continued the publication until his death. The chief articles touching upon education in South Carolina are found in Vols. XVIII, XX, XXII, and XXVII. One of them is an answer to Doctor Thornwell's celebrated letter to Governor Manning on public education.

The Laws of the Province of South Carolina. By Nicholas Trott. In two parts. Charlestown: Lewis Timothy. 1736.

This folio volume, now in the Library of Congress, was edited by Judge Trott in 1730, and contains some of the earliest authentic references to education in the State.

The Public Laws of South Carolina from its First Establishment as a British Province down to the year 1790, inclusive. By John Forcheraud Grimké. Philadelphia, 1790.

This quarto volume contains the main acts of the preceding years, and fills the gap to the date of Trott's digest.

Alphabetical Digest of the Public Statute Law of South Carolina. By Joseph Brevard. 3 vols. 8vo. Charleston, 1814.

Statutes of South Carolina.
So high was the appreciation of Thomas Cooper that the Legislature made a place for him after his forced resignation from the South Carolina College in 1835, and appointed him to collect and arrange the statutes of the State. He was engaged at this task until his death, four years after. The work shows the impress of his boldness and originality; for the first volume is not simply a painstaking compilation of the acts of Assembly, but he incorporated in it many documents to illustrate the growth of liberty; *e. g.*, Magna Charta, Bill of Rights, Declaration of Independence, Constitution of the United States, and several papers relating to the tariff and nullification discussion in South Carolina. He edited five volumes, and the work was then continued by David J. McCord, a prominent lawyer at the Columbia bar. Since then volumes have been issued at intervals of several years, until, numbering consecutively from the first one by Thomas Cooper, thirteen have been published, covering the entire period to the present, with the aid of the last volume of revised statutes.

Hand-Book of the State of South Carolina. Published by the State Board of Agriculture of South Carolina. Charleston: Walker, Evans & Cogswell. 1883.

This was aimed to set forth the advantages of the State for immigrants, but the editor while discharging this duty had loftier purposes, and has gathered into one volume a wealth of information, historical, scientific, industrial, geographical, and general, including an important sketch of education by Prof. R. Means Davis. Most of the articles were prepared by the best specialists, and the entire work is one of the most valuable publications ever issued by the State. It is the only general work of reference for the State, and is supplemented by a fine geological map. If the Department of Agriculture had never done more than this it would have amply paid for all it has cost the State.

Annals of the American Pulpit. By William B. Sprague. New York, 1859.

Vol. IV contains a sketch of the life of Moses Waddel, the famous Willington teacher, followed by letters of testimonial from Alonzo Church, Judge Longstreet, and John C. Calhoun.

aster William Mitten. By Judge A. B. Longstreet. Macon, Ga.: Burke, Boykin & Co. 1864.

This work, by the author of the famous Georgia Scenes, first appeared as a serial in the Southern Field and Fireside, in which form it is most familiar to Southern readers.

Life of James L. Petigru. By W. J. Grayson. 1866.

Alabama Educational Journal, 1858.

Contains a full account of the Citadel Academy, the State military institution.

A Sketch of the History of the Citadel Academy. By Col. J. P. Thomas.

Colonel Thomas is one of the most distinguished of the graduates of the institution, and was placed at the head of it when it was reopened in 1882. He has done a good service in writing this pamphlet, as it is a most important contribution to the history of the school.

Miscellaneous collection of pamphlets, in possession of Dr. W. M. Grier, President of Erskine College.

Several pamphlets in this collection are on educational topics. Dr. Grier kindly allowed the author the use of these documents.

A pamphlet containing an account of the services *in memoriam* of Rev. Robert C. Grier. Due West, S. C.: Presbyterian Office Print. 1877.

History of the Associate Reformed Synod of the South. By Rev. Robert Lathan, D. D. Harrisburg, 1882.

Dr. James H. Carlisle's Address on the Life and Character of Benjamin Wofford.

Early Schools of Methodism. By A. W. Cummings.

Dr. J. C. Furman's Centennial Sermon of the First Baptist Church of Charleston. Delivered in November, 1851.

Dr. J. C. Furman's History of Ministerial Education in South Carolina. Sermon delivered at the Commencement of the Southern Baptist Theological Seminary in 1871. Published in the *Working Christian*, May 18, 1871.

Dr. J. C. Furman's Centennial Address at the Bi-Centennial of the First Baptist Church of Charleston in 1883. A Report published in the *Baptist Courier Supplement* of November 29, 1883.

Dr. J. C. Furman is a member of the family in whose honor Furman University was named, and he himself has been connected with the institution for a number of years as professor and president. His historical insight and great length of service in the Baptist Church have enabled him in these fine addresses to preserve from loss many interesting facts and incidents illustrating early educational history in South Carolina.

Baptist Courier of January 4, 1882, and November 29, 1883. This paper is the organ of the Baptist denomination in South Carolina.

Both issues contain valuable material for the history of Furman University.

Dr. W. B. Johnson's Address on the Organization of Furman University.

This appeal to his brethren was first published in the *Southern Baptist* of July 10, 1850. The enterprising managers of the *Baptist Courier* reprinted it in their issue of August 4, 1887.

Baptist Encyclopædia. By William Cathcart. 1 vol, Philadelphia, 1881.

Maximilian La Borde's History of the South Carolina College. Two editions.

College work filled the greater part of La Borde's life, and with him everything connected with it deserved careful treatment, even the petty student rows. Every little difficulty between the students and the college authorities, under his hand, swelled into large proportions, and must be described with all the gravity befitting an important affair of state. The book is the completest repository of information respecting the institution, and is the most elaborate history of any college south of the Potomac River. His sketch of Thomas Cooper, while short, is one of the completest hitherto written. He was acquainted with the noted radical, and, if he had taken the trouble to learn more of the facts of Cooper's early life, and had described more of the interesting incidents that must have occurred during Cooper's presidency, instead of answering Cooper's attacks on religion, his work would be much more valuable for historical students.

The Story of My Life. By J. Marion Sims, M. D., LL. D. New York: D. Appleton & Co. 1884.

This little volume, written by the famous gynecologist of New York in old age, gives a good view of student life at the South Carolina College during the years before his graduation, in 1832; and also contains a picturesque description of Thomas Cooper, as he appeared to the students. Scenes and incidents illustrative of country school life in upper South Carolina, during the early years of the present century, add an amusing side to the story.

Thomas Jefferson and the University of Virginia. By Herbert B. Adams, Ph. D. Bureau of Education: Circular of Information No. 1, 1888.

North American Review, Vol. XIV.

Atlantic Monthly, Vols. LIV and LVI.

Two articles by Prof. C. F. Smith, of Vanderbilt University, are very instructive reading for any one who desires to see the present condition of collegiate education in the South, especially with reference to the unfortunate tendency to increase the number of colleges.

Dictionary of National Biography, edited by Leslie Stephens.

This work has a good, accurate article on Thomas Cooper.

Lectures on the Elements of Political Economy. By Thomas Cooper, M. D., President of the South Carolina College, and Professor of Chemistry and Political Economy. 280 pp. Columbia: D. E. Sweeny. 1826. 2d edition, 366 pp. Columbia: McMorris & Wilson. 1829.

A Manual of Political Economy. By Thomas Cooper. 109 pp. 18mo. Washington: D. Green. 1833.

The Case of Thomas Cooper Submitted to the Legislature and People of South Carolina, December, 1831. 8vo. Columbia, S. C., 1831.

The Fabrication of the Pentateuch proved by the Anachronisms in those Books. By Thomas Cooper. 2d edition, 16 pp. 8vo. Granville, Middletown, N. J.: G. H. Evans. 1840.

State Trials of the United States during the Administrations of Washington and Adams. By Francis Wharton. 8vo. Philadelphia, 1849.

An Account of the Trial of T. Cooper on a Charge of Libel against

the President of the United States. 64 pp. 8vo. For the author. Philadelphia, 1800.

The Life and Letters of James Henley Thornwell, D. D., LL. D. By B. M. Palmer, D. D., LL. D. Richmond, 1875.

Doctor Palmer has done a good service in preparing this work. Fortunately the papers of Doctor Thornwell had been preserved. His biographer laboriously gathered other material by extensive correspondence, before it was lost through the death of Doctor Thornwell's friends. Doctor Thornwell was considered one of the most vigorous and original thinkers ever at the college, and in after years, as professor and president of the institution, he left his impress upon the educational life of the State. Besides his educational labors, his contributions to theology mark him as one of the greatest theologians ever produced in the South.

Dr. J. H. Thornwell's Letter to Governor Manning on Public Instruction in South Carolina. Originally published in November, 1853. Republished in the edition of the News and Courier, July, 1885, by the City Council of Charleston, for the information of the people.

This is the longest and most important contribution to education ever written by an educator in the State on the institutions of the State. It was originally called forth in defence of State education, and was republished over a quarter of a century later, in 1885, as the best answer to those who were seeking to cripple the usefulness of the State institutions. Thus Thornwell dead continued sacredly to defend the institutions whose usefulness and reputation he helped so much while living.

The Collected Writings of James Henley Thornwell, edited by John B. Adger, D. D. 3 vols. Richmond: Presbyterian Committee of Publication. 1871.

The Miscellaneous Writings of Francis Lieber, edited by Daniel C. Gilman, of Johns Hopkins University.

Life and Letters of Francis Lieber. By Thomas Sergeant Perry. Boston; 1882.

Poole's Index.

This publication has been of great service for its references to articles in different magazines that for the student would be practically lost in the vast mass of periodical literature but for the efforts of Mr. Poole and his painstaking assistants.

APPENDIX 1.

LEGAL TITLE OF THE STATE INSTITUTION.

Since its first organization, the legal title of the State institution at Columbia for higher education has been as follows: South Carolina College, from 1801 to 1865; University of South Carolina (modelled after the University of Virginia), from 1865 to 1877; institution closed until 1880; Agricultural and Mechanical College of South Carolina, from 1880 to 1882; South Carolina College (a branch of the South Carolina University, the other two branches being the Claflin University, colored school, at Orangeburg, and the Citadel Academy, State military school, at Charleston), from 1882 to June, 1888. Since then the South Carolina University, with Claflin University and the Citadel Academy as branches.

PRESIDENTS OF SOUTH CAROLINA COLLEGE AND UNIVERSITY.

NAME.	ELECTED.	EXIT.	REMARKS.
SOUTH CAROLINA COLLEGE:			
Jonathan Maxcy.....	1804	1820	
Thomas Cooper.....	1820	.....	Pro tem.
Thomas Cooper.....	1821	1834	
Robert Henry.....	1834	.....	Pro tem.
H. J. Nott.....	1834	1835	Chairman of Faculty.
R. W. Barnwell.....	1835	1841	
Robert Henry.....	1811	1845	
W. C. Preston.....	1845	1851	
Francis Lieber.....	1851	.....	Chairman of Faculty.
James H. Thornwell.....	1851	1855	
C. F. McCay.....	1855	1857	
A. B. Longstreet.....	1857	1861	
M. La Borde.....	1861	1865	Chairman of Faculty.
UNIVERSITY OF SOUTH CAROLINA:			
R. W. Barnwell.....	1865	1873	Chairman of Faculty.
B. B. Babbitt <i>a</i>	1873	1874	Chairman of Faculty.
A. W. Cummings <i>a</i>	1874	1877	Chairman of Faculty.
AGRICULTURAL AND MECHANICAL COLLEGE (on grounds of University):			
W. Porcher Miles.....	1880	1882	
SOUTH CAROLINA COLLEGE:			
W. Porcher Miles.....	1882	.....
J. M. McBryde.....	1882	1883	Chairman of Faculty.
J. M. McBryde.....	1883	.....

a Negro régime. *b* Closed July, 1877.

South Carolina College was closed in June, 1888, and South Carolina University reopened in the October following.

PROFESSORS OF SOUTH CAROLINA COLLEGE.

NAME.	DEPARTMENT.	ELECTED.	EXIT.	REMARKS.
Enoch Hanford	Languages	1804	1806	
Clement Early	Languages	1805	1805	
Elisha Hammond	Languages	1805	1806	
Thomas Park	Languages	1806	1835	
Paul H. Perrault	French language	1806	.....
Paul H. Perrault	Mathematics and natural philosophy.	1807	1811	
John Brown	Logic and moral philosophy	1809	1811	
Charles Dewar Simons	Chemistry	1811	1812	
Benj. R. Montgomery	Logic and moral philosophy	1811	1818	
George Blackburn	Mathematics and astronomy	1811	1815	
Edward Darrill Smith	Chemistry and natural philosophy.	1812	1819	
Christian Hanckel	Mathematics	1815	1820	
Robert Henry	Moral philosophy and logic	1818	.....	Elected president 1842.
Thomas Cooper	Chemistry	1819	.....	Elected president 1820.
James Wallace	Mathematics	1820	.....	Pro tem.
James Wallace	Mathematics	1821	1834	
Lardner Vanuxem	Geology and mineralogy	1821	1827	
Henry Junius Nott	Logic, English criticism and polite literature.	1824	.....
Robert W. Gibbs	Chemistry	1827	.....	Adjunct professor.
Thomas Cooper	Chemistry and mineralogy	1834	.....
Robert W. Gibbs	Chemistry and mineralogy	1834	1835	Pro tem.
Lewis R. Gibbs	Mathematics	1834	1835	Pro tem.
Henry J. Nott	Logic and belles-lettres	1834	1837	
William H. Ellet	Chemistry	1835	1848	
Francis Lieber	History and political economy	1835	1856	
I. W. Stewart	Greek and Roman literature	1835	1839	
Thomas S. Twiss	Mathematics	1835	1846	
William Capers	Sacred literature	1835	.....	Accepted temporarily.
Thomas Park	Greek and Roman literature	1835	.....	Adjunct professor.
Stephen Elliott	Sacred literature	1835	1840	
James H. Thornwell	Logic and belles-lettres	1837	1840	
William Hooper	Greek and Roman literature	1839	1846	
James H. Thornwell	Sacred literature and evidences of Christianity.	1840	.....	Elected president 1851.
Maximilian La Borde	Logic and belles-lettres	1842	1873	
Robert Henry	Greek literature	1845	1856	
Matthew J. Williams	Mathematics and mechanical philosophy.	1846	1853	
Charles P. Pelham	Roman literature	1846	1857	
Richard T. Brumby	Chemistry, mineralogy, and geology.	1848	1856	
James L. Reynolds	Belles-lettres and elocution	1851	.....
Charles T. McCay	Mathematics and mechanical philosophy.	1853	.....	Elected president 1855.
James L. Reynolds	Sacred literature and evidences of Christianity.	1855	.....
John Le Conte	Natural and mechanical philosophy.	1856	.....
William J. Rivers	Greek literature	1856	.....
Joseph Le Conte	Chemistry and geology	1856	.....
R. W. Barnwell, Jr	History and political economy	1856	.....
Charles S. Venable	Mathematics and astronomy	1857	.....

PROFESSORS OF THE UNIVERSITY OF SOUTH CAROLINA, 1866 TO 1876.

NAME.	DEPARTMENT.	ELECTED	EXIT.
R. W. Barnwell, LL. D.	History, political philosophy, and political economy.	1866	1873
W. J. Rivers, A. M.	Ancient languages and literature.	1866	1873
M. La Borde, M. D.	Rhetoric, criticism, elocution, and English language and literature.	1866	1873
James L. Reynolds, D. D.	Mental and moral philosophy, sacred literature, and evidences of Christianity.	1866	1873
Gen. E. P. Alexander.	Mathematics, and civil and military engineering and construction.	1866	1870
John Le Conte, M. D.	Natural and mechanical philosophy, and astronomy.	1866	1870
Joseph Le Conte, M. D.	Chemistry, pharmacy, mineralogy, and geology.	1866	1870
A. Lachtleben.	Modern languages and literature.	1867	1870
A. C. Haskell.	Law.	1867	1869
John T. Darby, M. D.	Anatomy and surgery.	1867	1872
A. N. Talley, M. D.	Principles and practice of medicine, and obstetrics.	1867	1873
E. D. Smith, M. D.	Demonstrator of anatomy.	1867	1872
C. D. Melton.	Law.	1869	1873
J. C. Faber, M. D.	Modern languages and literature.	1870	1873
T. E. Hart, Ph. D.	Mathematics, and civil and military engineering and construction.	1870	1872
T. E. Hart, Ph. D.	Natural philosophy and astronomy.	1870	1871
James Woodrow, Ph. D., M. D., D. D.	Chemistry, pharmacy, mineralogy, and geology.	1870	1872
John Lynch, M. D.	Physiology and materia medica.	1870	1876
Rev. B. B. Babbitt, A. M.	Natural and mechanical philosophy and astronomy.	1871	1876
Rev. A. W. Cummings, D. D.	Mathematics, civil and military engineering and construction.	1872	1876
T. N. Roberts, M. D.	Chemistry, pharmacy, mineralogy, and geology.	1872	1873
R. W. Gibbes, M. D.	Anatomy and surgery.	1872	1873
John A. Watson.	Demonstrator of anatomy.	1872	1874
T. N. Roberts, M. D.	History, political philosophy, and political economy.	1873	1876
A. J. Fox, A. M., D. D.	Rhetoric, criticism, elocution, and English language and literature.	1873	1876
William Main, Jr., A. M.	Chemistry, pharmacy, mineralogy, and geology.	1873	1876
Fisk P. Brewer, A. M.	Ancient languages and literature.	1873	1876
R. T. Greener, A. B.	Mental and moral philosophy.	1873	1876
R. Vampill, M. D.	Modern languages and literature.	1873	1876
Rev. E. B. Otheman, A. M.	Modern languages and literature.	1874	1876
F. J. Moses, LL. D.	Law.	1875	1876

PROFESSORS OF THE AGRICULTURAL AND MECHANICAL COLLEGE OF SOUTH CAROLINA.

NAME.	DEPARTMENT.	ELECTED.	EXIT.
William Porcher Miles, LL. D.	English literature.	1880	1882
James Woodrow, Ph. D., M. D., D. D.	Geology, mineralogy, botany, and zoölogy.	1880	1882
Benjamin Sloan (West Point)	Mathematics and natural philosophy.	1880	1882
William Burney, Ph. D.	Analytical and agricultural chemistry and experimental agriculture.	1880	1882

PROFESSORS AND TUTORS OF SOUTH CAROLINA COLLEGE, REORGANIZED JULY, 1882.

NAME.	DEPARTMENT.	ELECTED.	EXIT.
PROFESSORS.			
J. M. McBryde, Ph. D., LL. D.....	Agriculture and horticulture.....	1882	1883
J. M. McBryde, Ph. D., LL. D.....	Agriculture and botany.....	1883	1886
J. M. McBryde, Ph. D., LL. D.....	Botany.....	1886	1888
James Woodrow, Ph. D., M. D., D. D., LL. D.	Geology, mineralogy, botany, and zoölogy..	1882	1883
James Woodrow, Ph. D., M. D., D. D., LL. D.	Natural philosophy and geology.....	1883	1888
Benjamin Sloan (West Point).....	Mathematics and natural philosophy.....	1882	1883
Benjamin Sloan (West Point).....	Pure and applied mathematics.....	1883	1888
William B. Burney, Ph. D.....	Chemistry.....	1882	1883
William B. Burney, Ph. D.....	Chemistry and mineralogy.....	1883	1886
William B. Burney, Ph. D.....	Chemistry.....	1886	1888
Rev. E. L. Patton, LL. D.....	Ancient languages.....	1882	1888
E. S. Joynes, M. A., LL. D.....	Modern languages and English.....	1882	1888
W. J. Alexander, A. M., D. D.....	Moral philosophy and English literature....	1882	1888
R. M. Davis, A. B., LL. B.....	History and political science.....	1882	1888
J. D. Pope, A. M.....	Law.....	1884	1888
G. W. McElroy (assistant engineer U. S. Navy).	Mechanical engineering.....	1886	1888
R. H. Loughridge, Ph. D <i>a</i>	Agriculture.....	1886	1887
R. H. Loughridge, Ph. D <i>a</i>	Agriculture and mineralogy.....	1887	1888
R. J. Davidson, A. M <i>a</i>	Analytical chemistry.....	1887	1888
TUTORS.			
B. M. Bolton, M. D.....	Mathematics and English.....	1882	1883
H. C. Patton, A. M.....	Ancient and modern languages.....	1882	1884
I. C. Buchanan, B. S.....	Mathematics.....	1883	1884
W. D. Simpson, Jr., B. S.....	English.....	1883	1885
M. L. Harrill, B. S.....	Chemistry.....	1883	1885
E. A. Simpson, B. S.....	Mathematics.....	1884	1885
James B. Davies, A. B.....	Ancient languages.....	1884	1885
James B. Davies, A. B.....	Latin.....	1885	1886
W. C. Whitner, A. B.....	Mathematics.....	1885	1887
R. M. Kennedy, Jr., A. B.....	English and French.....	1885	1887
R. J. Davidson, A. B.....	Chemistry.....	1885	1887
D. R. Towers, A. B.....	History.....	1885	1886
I. A. Rice, A. B.....	Greek.....	1885	1887
J. J. McMahan, A. B.....	Latin.....	1886	1887
J. J. McMahan, A. B.....	English and French.....	1887	1888
S. R. Pritchard, A. B.....	Mathematics.....	1886	1888
D. F. Houston, A. B.....	Ancient languages.....	1887	1888
I. L. Withers, A. B.....	History.....	1887	1888

a Assistant.

UNIVERSITY OF SOUTH CAROLINA.

RE-ESTABLISHED AT COLUMBIA DECEMBER 22, 1887; REORGANIZED MAY 9, 1888.

APPOINTEE.	PRESENT RESIDENCE.	CHAIR.
J. M. McBryde, LL. D., Ph. D	South Carolina College	President of the University.
James Woodrow, M. D., Ph. D., D. D., LL. D.	South Carolina College	Professor geology and mineralogy.
Benjamin Sloan (West Point)	South Carolina College	Professor civil engineering and physics.
William B. Burney, Ph. D.	South Carolina College	Professor chemistry.
E. S. Joynes, M. A., LL. D.	South Carolina College	Professor modern languages.
G. W. McElroy (Lieut. U. S. Navy) ...	South Carolina College	Professor mechanical engineering.
R. H. Loughridge, Ph. D.	South Carolina College	Professor agricultural chemistry.
W. J. Alexander, A. M., D. D.	South Carolina College	Professor logic and rhetoric.
E. L. Patton, LL. D.	South Carolina College	Professor Greek.
R. M. Davis, A. B., LL. B.	South Carolina College	Professor history and political science.
Joseph D. Pope, A. M.	South Carolina College	Professor law.
Milton Whitney	Raleigh, N. C.	Professor agriculture.
Rev. J. William Flinn (chaplain)	New Orleans, La.	Professor moral philosophy.
E. W. Davis, Ph. D.	Agricultural and Mechanical College, Florida.	Professor mathematics and astronomy.
George F. Atkinson, Ph. B.	University North Carolina ..	Professor botany and zoölogy.
B. M. Bolton, M. D.	Johns Hopkins University.	Professor physiology and hygiene.
E. E. Sheib, Ph. D.	State Normal School, Louisiana.	Professor pedagogics.
J. S. Murray, Jr.	Berlin, Germany	Professor Latin.
F. C. Woodward, A. M.	Wofford College, South Carolina.	Professor English.
W. B. Niles, D. V. M.	Webster City, Iowa	Professor veterinary science.
R. J. Davidson, A. M.	South Carolina College	Assistant professor analytical chemistry and materia medica.
J. J. McMahan, A. B.	South Carolina College	Instructor in modern languages.
W. G. Randall, C. E.	Marion, N. C.	Instructor in drawing.
Silas J. Duffie, Ph. G.	Columbia, S. C.	Instructor in pharmacy.
B. W. Taylor, M. D.	} Columbia, S. C.	Physicians to infirmary.
A. N. Talley, M. D.		

Professor Sloan

Professor Woodrow

Professor Burney

Professor Sheib

Professor Pope

Dean of College of Agriculture and Mechanic Arts.

Dean of College of Liberal Arts and Sciences.

Dean of College of Pharmacy.

Dean of Normal School.

Dean of Law School.

The above were elected May 9, 1888. The professors are arranged according to seniority (as fixed by board).

There are also instructors in mathematics and book-keeping and in shop and machine-work. Tutors in ancient languages and in English and history will be appointed by the faculty.

STUDENTS OF SOUTH CAROLINA COLLEGE AND UNIVERSITY.

GOVERNORS (22).

NAME.	DEGREE.	GRADUATED, OR LEFT COLLEGE.	GOVERNOR OF—
Stephen D. Miller.....	A. B.....	1808	South Carolina.
John Murphy.....	A. B.....	1808	Alabama.
Richard Irvine Manning.....	A. B.....	1811	South Carolina.
George McDuffie.....	A. B.....	1813	South Carolina.
John Gayle.....	A. B.....	1815	Alabama.
Fountain S. Winston.....	A. B.....	1815	Mississippi.
Charles J. McDonald.....	A. B.....	1816	Georgia.
John Peter Richardson <i>a</i>.....	.....	1819	South Carolina.
William Aiken.....	A. B.....	1825	South Carolina.
James H. Hammond.....	A. B.....	1825	South Carolina.
William H. Gist <i>b</i>.....	.....	1827	South Carolina.
F. W. Pickens <i>a</i>.....	.....	1827	South Carolina.
John B. Floyd.....	A. B.....	1829	Virginia.
A. G. Magrath.....	A. B.....	1831	South Carolina.
John H. Means.....	A. B.....	1832	South Carolina.
M. L. Bonham.....	A. B.....	1834	South Carolina.
Wade Hampton.....	A. B.....	1836	South Carolina.
John L. Manning.....	A. B.....	1837	South Carolina.
W. D. Simpson.....	A. B.....	1843	South Carolina.
Thomas B. Jeter.....	A. B.....	1846	South Carolina.
John Peter Richardson.....	A. B.....	1849	South Carolina.
F. J. Moses, Jr. <i>c</i>.....	.....	1855	South Carolina.

UNITED STATES SENATORS (14).

NAME.	DEGREE.	GRADUATED, OR LEFT COLLEGE.	ELECTED FROM—
Josiah J. Evans.....	A. B.....	1808	South Carolina.
William Harper.....	A. B.....	1808	South Carolina and Missouri.
Stephen D. Miller.....	A. B.....	1808	South Carolina.
William Campbell Preston.....	A. B.....	1812	South Carolina.
George McDuffie.....	A. B.....	1813	South Carolina.
Andrew P. Butler.....	A. B.....	1817	South Carolina.
Franklin H. Elmore.....	A. B.....	1819	South Carolina.
Dixon H. Lewis.....	A. B.....	1820	Alabama.
James H. Hammond.....	A. B.....	1825	South Carolina.
Wade Hampton.....	A. B.....	1836	South Carolina.
Louis T. Wigfall.....	A. B.....	1837	Texas.
John W. Johnston <i>a</i>.....	.....	1837	Virginia.
Thomas J. Robertson.....	A. B.....	1843	South Carolina.
M. C. Butler <i>b</i>.....	.....	1856	South Carolina.

a Left college in Senior year.*b* Left college in Junior year.*c* Left college in Freshman year.

LIST OF STUDENTS—Continued.

LIEUTENANT-GOVERNORS OF SOUTH CAROLINA (8).

NAME.	DEGREE.	GRADUATED, OR LEFT COLLEGE.
William J. Dubose.....	A. B.	1808
William A. Bull	A. B.	1810
William Cain	A. B.	1812
James Henderson Irby	A. B.	1816
I. D. Witherspoon <i>b</i> .....	.....	1822
John F. Ervin <i>a</i> .....	.....	1827
Merick E. Cain	A. B.	1831
John D. Kennedy <i>b</i> .....	.....	1857

UNITED STATES AND CONFEDERATE STATES REPRESENTATIVES (39).

NAME.	DEGREE.	GRADUATED, OR LEFT COLLEGE.	ELECTED FROM—
John Murphy.....	A. B.	1808	Alabama.
Robert B. Campbell.....	A. B.	1809	South Carolina.
William J. Grayson.....	A. B.	1809	South Carolina.
William Butler	A. B.	1810	South Carolina.
Warren R. Davis.....	A. B.	1810	South Carolina.
James Dillet.....	A. B.	1810	Alabama.
John Carter.....	A. B.	1811	South Carolina. (?)
Richard Irvine Manning.....	A. B.	1811	South Carolina.
Henry W. Connor	A. B.	1812	North Carolina.
Henry Laurens Pinckney.....	A. B.	1812	South Carolina.
Andrew R. Govan	A. B.	1813	South Carolina. (?)
James Rogers.....	A. B.	1813	South Carolina. (?)
Hugh Swinton Legaré	A. B.	1814	South Carolina.
Waddy Thompson.....	A. B.	1814	South Carolina.
John Gayle	A. B.	1815	Alabama.
Charles J. McDonald	A. B.	1816	Georgia.
Richard F. Simpson.....	A. B.	1816	South Carolina.
William McWillie	A. B.	1817	Mississippi.
Samuel A. Bailey	A. B.	1818	(?)
W. K. Clowney	A. B.	1818	South Carolina.
P. C. Caldwell	A. B.	1820	South Carolina. (?)
William C. Nuckolls	A. B.	1820	South Carolina. (?)
William F. Colcock.....	A. B.	1823	South Carolina.
William Aiken	A. B.	1825	South Carolina.
Henry W. Hilliard.....	A. B.	1826	Alabama.
Samuel W. Trotti	A. B.	1832	South Carolina.
M. L. Bonham	A. B.	1834	South Carolina.
Preston S. Brooks <i>a</i> .....	.....	1839	South Carolina.
L. M. Ayer <i>c</i> .....	.....	1839	South Carolina. (C. S.)
L. M. Keitt.....	A. B.	1843	South Carolina.
W. D. Simpson	A. B.	1843	South Carolina. (C. S.)
James Farrow	A. B.	1847	South Carolina. (C. S.)
D. Wyatt Aiken.....	A. B.	1849	South Carolina.
John S. Richardson.....	A. B.	1850	South Carolina.
John A. Wharton.....	A. B.	1850	Texas. (?)

a Left college in Senior year.*b* Left college in Junior year.*c* Left college in Freshman year.

LIST OF STUDENTS—Continued.

UNITED STATES AND CONFEDERATE STATES REPRESENTATIVES—Continued.

NAME.	DEGREE.	GRADUATED, OR LEFT COLLEGE.	ELECTED FROM—
J. R. Chalmers	A. B.	1851	Mississippi.
John H. Evins	A. B.	1853	South Carolina.
W. H. Perry ^a	A. B.	1857	South Carolina.
J. J. Hemphill	A. B.	1869	South Carolina.

JUDGES AND CHANCELLORS (33).

NAME.	DEGREE.	GRADUATED, OR LEFT COLLEGE.	OFFICE AND STATE.
Anderson Crenshaw	A. B.	1806	Chancellor, Alabama.
Nathaniel A. Ware	A. B.	1808	Judge, Mississippi.
Alexander Bowie	A. B.	1809	Chancellor, Alabama.
Job Johnston	A. B.	1810	Chancellor, South Carolina.
Baylis J. Earle	A. B.	1811	Judge, South Carolina.
John Belton O'Neill	A. B.	1812	Chief-Justice, South Caro- lina.
John G. Creagh	A. B.	1813	Judge, Alabama.
Robert B. Gilchrist	A. B.	1814	Judge, United States.
John Lingard Hunter	A. B.	1814	Judge, Alabama.
Ezekiel Pickens	A. B.	1815	Judge, Alabama.
David L. Wardlaw	A. B.	1816	Judge, South Carolina.
James J. Caldwell	A. B.	1817	Chancellor, South Carolina.
Thomas W. Glover	A. B.	1817	Judge, South Carolina.
Francis H. Wardlaw	A. B.	1817	Chancellor, South Carolina.
Joseph Newton Whitner	A. B.	1817	Judge, South Carolina.
George W. Dargan	A. B.	1821	Chancellor, South Carolina.
Franklin Israel Moses, Sr.	A. B.	1823	Chief Justice, South Caro- lina.
Thomas J. Withers	A. B.	1825	Judge, South Carolina.
James P. Carroll ^b	A. B.	1827	Chancellor, South Carolina.
Lemuel Boozer	A. B.	1830	Judge, South Carolina.
Joseph W. Leeseane	A. B.	1832	Chancellor, Alabama.
Samuel McGowan	A. B.	1841	Associate Justice, South Carolina.
W. D. Simpson	A. B.	1843	Chief Justice, South Caro- lina.
Thomas B. Fraser	A. B.	1845	Judge, South Carolina.
Henry McIver	A. B.	1846	Associate Justice, South Carolina.
Charles H. Simonton	A. B.	1849	Judge, United States.
W. H. Wallace	A. B.	1849	Judge, South Carolina.
J. H. Hudson	A. B.	1852	Judge, South Carolina.
S. W. Melton	A. B.	1852	Judge, South Carolina.
I. D. Witherspoon	A. B.	1854	Judge, South Carolina.
W. W. Smith	A. B.	1854	Judge Supreme Court, Ar- kansas.
A. C. Haskell	A. B.	1860	Associate Justice, South Carolina.
Farish C. Furman	A. B.	1868	Judge, Georgia.

^a Left college in Junior year.^b Left college in Senior year.

LIST OF STUDENTS—Continued.

PRESIDENTS OF COLLEGES (15).

NAME.	DEGREE.	GRADUATED, OR LEFT COLLEGE.	INSTITUTION.
W. H. Brantley	A. B.	1808	Charleston College.
B. M. Sanders	A. B.	1809	(†)
William Campbell Preston, LL. D.	A. B.	1812	South Carolina College.
Henry Junius Nott	A. B.	1814	South Carolina College (Chairman).
Samuel Williamson	A. B.	1818	(†)
J. A. L. Norman	A. B.	1819	(†)
Basil Manly, D. D., LL. D.	A. B.	1821	University of Alabama.
John L. Kennedy	A. B.	1825	(†)
James H. Thornwell, D. D., LL. D.	A. B.	1831	South Carolina College.
W. J. Rivers, A. M.	A. B.	1841	Washington College, Md.
James H. Carlisle, LL. D.	A. B.	1844	Wofford College.
E. L. Patton, LL. D.	A. B.	1846	Erskine College.
James D. Anderson	A. B.	1860	Huntsville (Ala.) College.
John M. McBryde, Ph. D., LL. D. a	A. B.	1860	South Carolina College.
W. R. Atkinson (Rev.)	A. B.	1861	Charlotte (N. C.) Female College.

PROFESSORS IN COLLEGES (39).

NAME.	DEGREE.	GRADUATED, OR LEFT COLLEGE.	INSTITUTION.
John R. Golding	A. B.	1810	(†)
John Reid	A. B.	1812	South Carolina College (tu- tor).
Thomas Young Simons	A. B.	1815	South Carolina College.
Samuel M. Stafford	A. B.	1818	(†)
E. H. Deas	A. B.	1821	(†)
Maximilian La Borde, M. D.	A. B.	1821	South Carolina College.
Richard T. Brumby	A. B.	1824	South Carolina College and University of Alabama.
Josiah C. Nott, M. D.	A. B.	1824	Charleston Medical College.
R. W. Gibbs b	A. B.	1827	South Carolina College.
Lewis R. Gibbs	A. B.	1829	South Carolina College and Charleston College.
Whiteford Smith	A. B.	1830	Wofford College.
D. J. C. Cain	A. B.	1835	(†)
John A. Leland, A. M., Ph. D.	A. B.	1837	Davidson College.
Charles P. Pelham	A. B.	1838	South Carolina College.
Thomas E. Peek, D. D., LL. D.	A. B.	1840	Union Theological Semina- ry, Virginia.
J. M. Gaston	A. B.	1843	Atlanta (Ga.) Medical Col- lege.
C. D. Melton	A. B.	1843	South Carolina University.
S. E. Caughman	A. B.	1844	(†)
F. P. Porcher, M. D.	A. B.	1844	Charleston Medical College.
E. H. Martin	A. B.	1845	(†)
A. N. Talley, M. D.	A. B.	1848	South Carolina University.

a Left college in Junior year.

b Left college in Senior year.

LIST OF STUDENTS—Continued.

PROFESSORS IN COLLEGES—Continued.

NAME.	DEGREE.	GRADUATED, OR LEFT COLLEGE.	INSTITUTION.
R. W. Gibbs, Jr., M. D.	A. B.	1849	South Carolina University.
R. W. Barnwell (Rev.)	A. B.	1850	South Carolina College.
Harry Hammond	A. B.	1852	University of Georgia.
John R. Riley (Rev.)	A. B.	1854	Adger College.
John T. Darby, M. D. <i>a</i> .....	.....	1856	South Carolina University.
Mortimer Glover	A. B.	1858	Clafin College.
W. W. Legaré	A. B.	1858	South-Western Presbyterian University.
Hugh Strong <i>b</i> .....	.....	1858	Adger College.
W. E. Boggs, D. D.	A. B.	1859	Presbyterian Theological Seminary, Columbia, S. C.
C. W. Hutson	A. B.	1860	University of Mississippi.
W. D. Martin	A. B.	1860	A college in Maine.
John B. Elliott, M. D. <i>c</i> .....	.....	1861	Tulane University of Loui- siana.
James S. Heyward <i>c</i> .....	.....	1862	Clafin College.
W. LeConte Stevens	A. B.	1868	A college in New York.
C. R. Hemphill, D. D. <i>d</i> .....	.....	1869	Presbyterian Theological Seminary, Columbia, S. C.
R. M. Davis, LL. B.	A. B.	1872	South Carolina College.
E. A. Simpson	B. S.	1883	Adger College.
W. D. Simpson	B. S.	1883	Adger College.

BISHOPS (5).

NAME.	DEGREE.	GRADUATED, OR LEFT COLLEGE.	ECCLESIASTICAL OFFICE.
William Capers <i>b</i> .....	.....	1806	Bishop of M. E. Church South.
Stephen Elliott, D. D.	A. B.	1825	Episcopal Bishop, Georgia.
William J. Borne	A. B.	1829	Episcopal Bishop (Mission- ary), China.
Alexander Gregg, D. D.	A. B.	1838	Episcopal Bishop, Texas.
R. W. B. Elliott	A. B.	1861	Episcopal Bishop (Mission- ary), Western Texas.

CONFEDERATE GENERALS (15).

NAME.	DEGREE.	GRADUATED, OR LEFT COLLEGE.	RANK.
John B. Floyd	A. B.	1829	Brigadier-General
M. L. Bonham	A. B.	1834	Brigadier-General.
Maxcy Gregg	A. B.	1835	Brigadier-General.
Wade Hampton	A. B.	1836	Lieutenant-General.
Joseph Gist <i>b</i> .....	.....	1837	Brigadier-General.
Samuel McGowan	A. B.	1841	Brigadier-General.
John K. Jackson	A. B.	1846	Brigadier-General.
James Connor	A. B.	1849	Brigadier-General.

a Left college in Senior year.*b* Left college in Sophomore year.*c* Left college in Junior year.*d* Took diploma in ancient languages.

LIST OF STUDENTS—Continued.

CONFEDERATE GENERALS (15)—Continued.

NAME.	DEGREE.	GRADUATED, OR LEFT COLLEGE.	RANK.
John Bratton	A. B. . .	1850	Brigadier-General.
S. R. Gist	A. B. . .	1850	Brigadier-General.
John A. Wharton	A. B. . .	1850	Brigadier-General.
J. R. Chalmers	A. B. . .	1851	Brigadier-General.
M. W. Gary ^a		1852	Brigadier-General.
M. C. Butler ^a		1856	Major-General.
T. M. Logan	A. B.	1860	Brigadier-General.

MEMBERS OF U. S. GOVERNMENT OR C. S. GOVERNMENT (9).

NAME.	DEGREE.	GRADUATED, OR LEFT COLLEGE.	OFFICE.
James L. Petigru	A. B.	1809	U. S. District Attorney.
Beaufort T. Watts	A. B.	1812	U. S. Chargé d'Affaires.
Hugh Swinton Legaré	A. B.	1814	U. S. Attorney-General.
C. G. Memminger ^b	A. B.	1819	C. S. Secretary of Treasury.
Solomon Cohen, Jr	A. B.	1820	U. S. District Attorney.
J. J. Seibels	A. B.	1836	U. S. Chargé d'Affaires.
E. H. De Leon	A. B.	1837	U. S. Consul to Egypt.
John E. Bacon	A. B.	1850	U. S. Chargé d'Affaires to Paraguay.
Leroy F. Youmans	A. B.	1852	U. S. District Attorney.

MEMBERS OF STATE GOVERNMENTS (14).

NAME.	DEGREE.	GRADUATED, OR LEFT COLLEGE.	OFFICE.
Benjamin T. Elmore	A. B.	1810	Comptroller-General, South Carolina.
John G. Brown	A. B.	1811	Secretary of State, South Carolina.
Josiah Kilgore, M. D.	A. B.	1813	Surgeon-General, South Carolina.
James M. Calhoun	A. B.	1824	President Alabama Senate.
James Jones	A. B.	1824	Adjutant-General, South Carolina.
John D. Coalter	A. B.	1825	Attorney-General, Missouri.
James Simons	A. B.	1833	Speaker House of Representatives, South Carolina.
R. J. M. Dunnoyant ^c		1842	Adjutant-General, South Carolina.
James N. Lipscomb	A. B.	1847	Secretary of State, South Carolina.
James Connor	A. B.	1849	Attorney-General, South Carolina.
W. Z. Leitner	A. B.	1849	Secretary of State, South Carolina.
John Bratton	A. B.	1849	Comptroller-General, South Carolina.

^a Left college in Junior year.^b Believed to be the oldest alumnus living.^c Left college in Senior year.

LIST OF STUDENTS—Continued.

MEMBERS OF STATE GOVERNMENTS—Continued.

NAME.	DEGREE.	GRADUATED, OR LEFT COLLEGE.	OFFICE.
J. C. Coit ^a	1852	Comptroller-General, South Carolina.
James Simons ^a	1858	Speaker House of Representatives, South Carolina.

SCIENTIFIC MEN AND WRITERS (8).

NAME.	DEGREE.	GRADUATED, OR LEFT COLLEGE.	PROFESSION OR OCCUPATION
J. V. Devan	A. B.	1816	Historian of Georgia.
Richard Yeadon	A. B.	1820	Editor (Charleston).
Henry W. Ravenel, LL. D.	A. B.	1832	Botanist.
James Marion Sims, A. M., M. D.	A. B.	1832	Physician and Surgeon.
John H. Logan, A. M., M. D.	A. B.	1844	Historian.
J. Wood Davidson, A. M.	A. B.	1852	Historian.
Farish C. Furman	A. B.	1858	Well-known Southern Agriculturist.
James H. Rion, LL. D.	A. B.	1859	Jurist.

^a Left college in Junior year.

In the preceding list only Governors and Confederate States Generals are counted twice. Many others held two or more offices of distinction, but only the more important are given.

Several graduates rose to high distinction in other States, one or two having been Members of Congress from Kentucky, and others from Texas. It is impossible to give their names now, as the rolls are imperfect.

APPENDIX II.

COLONIAL EDUCATION IN SOUTH CAROLINA.¹

BY EDWARD MCCRADY, JR.

A Paper read before the Historical Society of South Carolina, August 6, 1883. Reprinted, with some slight alterations, by permission of the author.

[As the purpose of the following paper, read before the Historical Society of South Carolina, and now published by that body, is to refute the charge made by Mr. McMaster, in his *History of the People of the United States*, of the neglect of education in South Carolina prior to and during the Revolution, I have given exact quotations from the authors and acts I have cited rather than my understanding of what they wrote or contained, thus avoiding any misunderstanding of the texts, on my part.

I have also restricted myself to the period of which Mr. McMaster treats in the volume of his work now before the public. There is much in the subsequent history of education in the State which is interesting, but as this paper is a refutation, and a refutation only, I have not stepped beyond the period of which he has so far written.—EDWARD MCCRADY, JR. *Charleston, S. C., October 22, 1883.*]

In *A View of South Carolina*, by John Drayton, published in 1802, we find the author good-humoredly ridiculing a learned professor of Princeton for his assertion, in a work on the human species, that the poor and laboring classes in South Carolina are deformed and misshapen, and "degenerated to a complexion that is but a few shades lighter than that of the Iroquois." Mr. Drayton observes: "The doctor has never been in this State; how then has he been able to give this unpleasant and degrading account of some of her inhabitants? It could only have been by information, not from Carolinians, for they are better informed, but by strangers who, to use the doctor's own words, 'judge of things, of men, and manners under the influence of habits and ideas framed in a different climate, and a different state of society.'" Mr. Drayton quotes the learned professor as saying: "It is a shame for philosophy, at this day, to be swallowing the falsehoods, and accounting for the absurdities of sailors." "He would have done well, also," Mr. Drayton goes on to say, "in keeping clear of an error into which philosophers are apt to fall; which is to reason from assumed facts in order to support favorite principles."

This was written in the commencement of the century, and now at the near end of it, we of the South, and of South Carolina particularly, have still to complain of unjust representations. As an instance, we quote from McMaster's *History of the People of the United States*, Vol. I, p. 27:

"In the Southern States education was almost wholly neglected, but nowhere to such an extent as in South Carolina. In that colony, prior to 1730, no such thing as a grammar school existed. Between 1731 and 1776 there were five. During the Revolution there were none. Indeed, if the number of newspapers printed in any community may be taken as a gauge of the education of the people, the condition of the Southern States as compared with the Eastern and Middle was most deplorable. In 1775 there were in the entire country thirty-seven papers in circulation. Fourteen of them were in

¹ The growth of the American public school system and its excellence have imparted a peculiar interest to the history of the Massachusetts colony, in which its essential principles were first formulated and developed. Massachusetts, however, did not stand alone in efforts for the establishment of schools. The same purpose animated her sister colonies. This is particularly true of South Carolina, as the following paper abundantly proves.—N. H. R. D.

New England, four were in New York, and nine in Pennsylvania; in Virginia and North Carolina there were two each, in Georgia one, in South Carolina three. *The same is true to-day.*"

For the existence of this neglect, and the deplorable condition of education in the South, the author cites two authorities: Ramsay's History of South Carolina and Hudson's History of Journalism in the United States. Let us see if his authorities sustain his assertions and conclusions.

Prejudice may warp the judgment so as to lead it to accept as true statements which have no foundation in fact, and to form conclusions not warranted if the statements were true; but not even prejudice can excuse or account for a misquotation. Mr. McMaster asserts that in the Southern States education was almost wholly neglected, but nowhere to such an extent as in South Carolina; and that in that colony, prior to 1730, no such thing as a grammar school existed; and gives as his authority Ramsay's History of South Carolina. Now, with the book open before us, we deny that Ramsay made any such statement; on the contrary, he has a chapter on "The Literary History of South Carolina" (Chap. IX, Vol. 2), in which he shows that no sooner had the settlers provided shelter and the necessities of life, "than they adopted measures for promoting the moral and literary improvement of themselves, and particularly of the rising generation." (See p. 353.)

The nearest approach to Mr. McMaster's quotation is this sentence at the close of the chapter (Vol. II, p. 3c3): "There was no grammar school in South Carolina prior to 1730, *except the free school in Charleston*; from 1730 till 1776 there were not more than four or five, and all in or near Charleston." Mr. McMaster, it will be observed, *has omitted a part of the sentence he undertook to quote.* But since Mr. McMaster has referred us to Dr. Ramsay, as an authority upon the matter of education of the people of South Carolina, let us see what Dr. Ramsay does say on the subject, and let us refer a little more particularly to his authorities, and add some others, more fully showing the attention paid to education in South Carolina before and during the Revolution.

I.—SCHOOLS PRIOR TO THE REVOLUTION.

Dr. Ramsay, as we have seen, commences his chapter on the literary history of South Carolina with the statement that the earliest settlers of the Province had no sooner provided themselves with shelter than they adopted measures for promoting the moral and literary improvement of themselves and of their children. He goes on then to give this account of the establishment of free schools in the Province. On page 354, Vol. II, we read:

"In the years 1710 and 1712, the Assembly passed laws 'for founding and erecting a free school in Charlestown for the use of the inhabitants of South Carolina.' The preamble of the latter, after setting forth 'the necessity that a free school be erected for the instruction of youth in grammar and other arts and sciences, and also in the principles of the Christian religion; and that several well-disposed Christians by their last wills *had* given several sums of money for the founding of a free school,' proceeds to enact 'that Charles Craven, Charles Hart, Thomas Broughton, Nicholas Trott, Arthur Middleton, Richard Beresford, William Rhett, Gideon Johnson, Francis Lejau, Robert Maul, Ralph Iazard, Joseph Morton, George Logan, Alexander Parris, Hugh Grange, and William Gibbon, and their successors, be a body corporate, by the name of the commissioners for founding, erecting, governing, and visiting a free school for the use of the inhabitants of South Carolina, with all the power of a corporation, and with particular authority to take possession of all gifts and legacies *formerly given for the use of the free school*, and to take up or purchase as much land as might be deemed necessary for the use of the school, and to erect thereon suitable buildings.' He goes on to say (pp. 355-356): 'Provision was also made for 'the support of an usher and a master to teach writing, arithmetic, merchant's accompts, surveying, navigation, and practical mathematics.' It was also enacted 'that any school-master settled in a country parish, and approved by the vestry, should receive ten

pounds per annum from the public treasury ;' and that 'the vestries should be authorized to draw from the same source twelve pounds toward building a school-house in each of the country parishes.' "

Now, this was before Mr. McMaster when he asserted that Dr. Ramsay had stated there was "no grammar school in South Carolina prior to 1730 ;" and so much he can not escape from the knowledge of, when he was recklessly making so grave a charge against a people. But if, led by a real historical spirit, he had examined the acts to which Dr. Ramsay refers (and which are to be found in all the large bar libraries in New York and elsewhere), he would have seen that the act of 1710, as well as that of 1712, contained the recital that the gifts of money for the founding of a free school had then (in 1710) *already been made* ; from which he would have learned that even prior to 1710 the people of South Carolina had conceived and attempted the establishment of a free school ; and had he examined further, he would have found that South Carolina during colonial times was very little, if any, behind even Massachusetts in the matter of public education.

Dr. Dalcho¹ writes (1710-11): "The want of schools was a source of great solicitude to the inhabitants, and called for the exertions of the virtuous and the good. The missionaries, and many other gentlemen of the Province, addressed the society² on this interesting and important subject. They described the deplorable condition of the rising generation for want of sufficient education, and lamented the decay of piety and morals as the inevitable consequence of leaving the young to their own pursuits, and to the influence of evil example. The spiritual as well as temporal interests of the people were declared to be at stake, as an ignorant, uneducated community was but a small remove from the habits and feelings of savage life. The society felt the force of the appeal. In the year 1711 they established a school in Charlestown, and placed it under the care of the Rev. William Guy, A. M., whom at the same time they appointed an assistant to the rector of St. Philip's Parish."

Professor Rivers, in his *Early History of South Carolina*, says: "The Society for Propagating the Gospel sent out missionaries not only to preach, but 'to encourage the setting up of schools for the teaching of children.' Their school-masters were required 'to take especial care of the manners of the pupils in and out of school ; warning them against lying and falsehood and evil speaking ; to love truth and honesty ; to be modest, just, and affable ; to receive in their tender years that sense of religion which may render it the constant principle of their lives and actions.' The want of schools, however, was not immediately remedied, and so urgent appeals were made to the society that in 1711 they established a school in Charlestown under Rev. William Guy. In the previous year several persons having bequeathed legacies for founding a free school, an act was passed (1712) for this purpose, and soon afterward for extending similar benefits to all the parishes."³

A tombstone still standing in St. Philip's church-yard attests that such a school was actually established, and maintained at least until 1729. The inscription upon it is as follows :

*The Rev^d Mr John Lambert
Late Master Principal and Teacher of Grammar
And Other Sciences Taught in the
FREE SCHOOL⁴
At Charlestown for y^e Province of South Carolina
And Afternoon Lecturer of this Parish
of Saint Philips Charestown.
Departed this Life (suddenly) on y^e 4th August 1729
Blessed is this servant whom His Lord when
He cometh shall find so doing*

¹ Church History, p. 93.

² The Society for the Propagation of the Gospel in Foreign Parts.

³ Historical Sketch of South Carolina, p. 231 ; see also Shecut's Essays.

⁴ The words "Free School" are thus in capital letters on the tomb.

The act alluded to by Professor Rivers was, "An Act additional to an Act entitled, 'An Act for establishing county and precinct courts,'" passed February 23, 1722. The original was not to be found when the Statutes at Large were compiled, but the text is given in Trott's Laws of South Carolina. By this act the justices of these courts were authorized to purchase lands, erect a free school in each county and precinct, and to assess the expense upon the lands and slaves within their respective jurisdictions. They were to appoint masters who should be "well skilled in the Latin tongue," and be allowed twenty-five pounds proclamation money per annum. Ten poor children were to be taught gratis yearly, if sent by the justices.¹

Dr. Ramsay proceeds (p. 356) to tell that Sir Francis Nicolson, the first Royal Governor of the Province (1721-24), was a great friend to learning; and that he liberally contributed to its support, and pressed on the inhabitants the usefulness and necessity of Provincial establishments for its advancement; and that the inhabitants, urged by his persuasions, engaged in providing seminaries for the instruction of youths.

Besides these general contributions, Dr. Ramsay tells of several particular legacies left for this purpose. Mr. Whitmarsh left five hundred pounds to St. Paul's Parish for founding a free school in it. Mr. Ludlam, missionary at Goose Creek, bequeathed all his estate, which was computed to amount to two thousand pounds, for the same purpose.² Richard Beresford, by his will, bequeathed to the vestry of St. Thomas' Parish one-third of the yearly profits of his estate for the support of one or more school-masters, who should teach writing, accounts, mathematics, and other liberal learning; and the other two-thirds for the support, maintenance, and education of the poor of that parish. The vestry accordingly received from this estate six thousand five hundred

¹ Trott's Laws of South Carolina, p. 898; Dalcho's Church History, p. 96. See, also, Governor Alston's Report to South Carolina Legislature on the Free Schools, 1817.

² Dr. Dalcho tells us that the vestry of St. James, Goose Creek, to whom this bequest of Mr. Ludlam was made, having considered the bequest insufficient for the endowment of a school, had placed the money at interest until additional arrangements could be made to promote the object of the testator, and that they proposed to raise an adequate fund by private subscription, but that nothing was done until June 18, 1744, when the following subscription was raised:

Whereas, Nothing is more likely to promote the practice of Christianity and virtue than the early and pious education of youth, we, whose names are underwritten, do hereby agree and oblige ourselves, our executors, and administrators, to pay yearly, for three years successively, viz. on or before June 18, 1745, 1746, and 1747, to the Rev. Mr. Millechamp, or to the church wardens for the time being, the several and respective sums of money over against our names respectively subscribed, for the setting up of a school in the parish of St. James, Goose Creek, on the land for that purpose purchased, for instructing children in the knowledge and practice of the Christian religion and for teaching them such other things as are suitable to their capacity.

S. A. Middleton.....	£100	James Kinloch.....	£40	Robert Adams.....	£5
William Middleton.....	100	Gideon Faucheraud.....	10	Mag Eliz Izard.....	30
John Morton.....	60	William Allen.....	25	Maurice Keating.....	10
Zach. Villepontoux.....	50	Martha Izard.....	20	James Bagby.....	10
Peter Taylor.....	25	Mary Izard.....	20	Joseph Hasfort.....	15
Thomas Middleton.....	50	Susanna Lansac.....	10	James Marion.....	5
Richard Singleton.....	20	Jane Morris.....	20	Peter Porcher.....	15
Cornelius Dupre.....	5	Joseph Norman.....	20	James Singleton.....	10
Alexander Dingle.....	5	Richard Tookerman.....	5	Isaac Porcher.....	5
Stephen Bull.....	5	Benjamin Mazyck.....	15	Benjamin Singleton.....	10
G. Dupont.....	7	Paul Mazyck.....	50	Rachel Porcher.....	5
Henry Izard.....	60	Robert Brum.....	15		
William Wood.....	8	Thomas Singleton.....	10		

To these were subsequently added the following:

Peter Taylor.....	£100	John Tibbin.....	£30	Sedgewick Lewis.....	£25
John Channing.....	100	John McKenzie.....	100	James Lynch.....	30
C. Faucheraud.....	100	John Moultrie, Jr.....	100	James Coachman.....	40
Robert Hume.....	100	W. Blake.....	100	John Dras.....	100
John Parker.....	70	Benjamin Coachman.....	100	Rebecca Singleton.....	25
W. Withers.....	50	Thomas Smith.....	50	Peter Tamplet.....	50
Benj. Smith.....	50	Henry Smith.....	50	Joseph Dobbins.....	25

pounds for promoting these pious and charitable purposes. "This fund," Dr. Ramsay said when he wrote (1808), "is still in existence, and has long been known by the name of 'Beresford's bounty'"—and we may add, was carefully preserved until destroyed, or nearly so, during the late War. In 1733, we go on to read, a free school was erected at Childsburry, in St. John's Parish,¹ on the foundation of six hundred pounds bequeathed for that purpose by James Child, and twenty-two hundred pounds subscribed by the parishioners. The interest of two hundred pounds, bequeathed by Francis Williams, was also appropriated as a fund for teaching poor scholars. In 1734 a free school was erected in Dorchester.² The corporations of these schools were cherished by the colonial government, Dr. Ramsay says, and were favored in taking up lands. They formed a centre to which were drawn the donations and bequests of the charitable. "From the triple source of tuition money, public bounty, and private donations, a fund was created which diffused the means of education far beyond what could have been accomplished by uncombined exertions conducted without union or system." This is Dr. Ramsay's comment; and yet he is cited by Mr. McMaster as authority for his assertion that education was almost wholly neglected in the South, and nowhere to such an extent as in South Carolina.

From Dalcho we learn that the desire for the education of the rising generation was now (1721-28) generally felt through the Province. Many pious persons, he says, had bequeathed portions of their estates for this benevolent purpose, and many contributed largely by their subscriptions. In the parish of St. Paul's a considerable sum was raised by subscription for founding a free school for the education of the poor, and to which John Whitmarsh added a legacy of five hundred pounds.³ He also mentions two other legacies for the use of schooling and educating the poor children in the parish of St. John's Colleton, John's Island, in 1770—one by Col. John Gibbs of five hundred pounds, and one by George Hext of twelve hundred and fifty pounds.

Turning to the General Statutes of South Carolina, we find that an act was passed March 24, 1724, "for the founding and erecting, governing, ordering, and visiting a free school at the town of Dorchester in the parish of St. George, in Berkeley County, for the use of the inhabitants of the province of South Carolina." Nothing, however, seems to have been accomplished under this act, possibly from some impracticable provisions contained in it; but this is only surmise, as the text of it is not now to be found—the title only has been preserved.⁴ But in 1734 another act, with the same title, was passed, the preamble of which is so pertinent that we will quote it:

"Whereas, By the blessing of Almighty God, the youth of this Province are become very numerous, and their parents so well inclined to have them instructed in grammar and other liberal arts and sciences, and other useful learning, and also in the principles of the Christian religion, that the free school erected, authorized, and established in Charlestown for this purpose is not sufficient fully to answer the good intent of such an undertaking; And, *whereas*, Several of the inhabitants of this Province who have a numerous issue and live at such a distance from the said free school now established in Charlestown, that their circumstances may not be sufficient to permit them to send their children thither to be educated, whereby they may be deprived of so great a benefit; and it therefore appearing necessary that one or more schools be founded and erected in other part or parts of this Province as shall be most convenient for carrying out so laudable a design, we therefore pray your Most Sacred Majesty that it may be enacted," etc.⁵

¹ Thomas Broughton, Thomas Hasel, Anthony Bonneau, John Harleston, Nathaniel Broughton, Thomas Cordes, and Francis Lejau were appointed trustees, with the necessary powers for promoting the interests of the institution.—Ramsay's History of South Carolina, Vol. II, p. 198.

² Alexander Skene, Thomas Waring, Joseph Blake, Arthur Middleton, Ralph Izard, Robert Wright, Paul Jenye, Walter Izard, Benjamin Waring, Francis Vernod, William Cattel, and John Williams were appointed trustees for taking care of its interests.—*Ibid.*, p. 199.

³ Dalcho's Church History, p. 353.

⁴ Statutes at Large, Vol. III, p. 236.

⁵ *Ibid.*, p. 378.

The year before (1733) the free school at Childsbury, in St. John's Parish, mentioned above, had been established. Let us give the preamble to this act:

"Whereas, Nothing conduces more to the private advantage of every man, or the public benefit of the country in general, than a liberal education, and the same cannot be had without due encouragement to persons qualified to instruct youth; and Mr. James Child, late of this Province, deceased, desiring, as far as lay in his power, to promote the same, did, in and by his last will and testament, give and bequeath the sum of five hundred pounds current money of Carolina toward the encouragement of a grammar school, and other learning, at Childsbury, in St. John Parish, Berkeley County; and also did further give, devise, and bequeath the sum of one hundred pounds like money, and a lot to build a convenient house for the said school; and left the same to certain trustees in the said will named to manage the same according to the directions of his will; and the said sums being far too short for the said purposes, several gentlemen, well weighing the great want of necessary learning in the Province, and being desirous to encourage so good an undertaking (according to their several abilities), have, by voluntary subscriptions, raised the sum of two thousand two hundred pounds like current money to be added to the legacy of the said James Child, and have also chosen trustees to be joined with those named in the said Mr. James Child's will to manage the said sums for the use of the said school, and as visitors to order, direct, and govern the said school. We therefore humbly pray your Most Sacred Majesty that it may be enacted," etc.¹

Now, in reading these preambles to acts which were passed establishing these schools, can it be said that the people of South Carolina were at that early day unmindful of education? The population of the Province in 1734 was but 7,333.²

But let us again return to Dr. Ramsay's History, to which Mr. McMaster refers us, and to the same chapter from which he so incorrectly quotes. We read at page 362:

"Education has also been fostered in South Carolina by several societies as a part of a general plan of charity. The oldest of this class is the South Carolina Society, which was formed about the year 1737.

"It pays the salary of a school-master and school-mistress for the education of children of both sexes. Since the commencement of their school" (i. e., 1737 to 1808) "several hundreds of pupils have received the benefit of a plain education from its bounty. There is a succession of scholars. None are received under eight years of age and none are retained beyond fourteen, and the girls not beyond twelve. The present number is seventy-two, and that is steadily kept up; for as fast as any of the pupils are dismissed their place is supplied by the admission of others. The present funds of this society amount to one hundred and thirty-seven thousand dollars. *

"The Fellowship Society, incorporated in 1769, was originally intended to cover under its sheltering wing the deplorable maniac, and for that purpose appropriated one-half of its funds. With the other moiety it has followed the humane example of the last-mentioned society, and bestows a gratuitous education on the children of misfortune. Twenty-five children are now (1808) under a course of plain education on its bounty.

"The St. Andrew's Society have in like manner lately appropriated a portion of their funds for similar purposes, and twenty children are now educated at their expense.

"The Winyaw Indigo Society was incorporated in 1756. The original design of the founders of this institution was of a patriotic and charitable nature.

"It had in view the improvement of the culture and manufacture of indigo, and the endowment of a free school. The object of the society is now wholly confined to the education of orphan children. Since its commencement there have been educated

¹ Statutes at Large, Vol. III, p. 364.

² Drayton's Historical Sketch of South Carolina, p. 103.

and supported upon its bounty between one and two hundred orphans. From the continual accession of new members the funds are in a flourishing condition, and enable the society to educate twenty children annually."

This school for more than a hundred years was the chief school for all the eastern part of the country, between Charleston and the North Carolina line, and was resorted to by all classes.

As to the South Carolina Society, see also Shecut's Essays.

There was also a grammar school at Beaufort, kept by Mr. Comming, a Scotchman, and a private school near Beaufort, kept by the Rev. James Gourelay.

It will thus be observed that the education of the lower part of the State was carried on by legislative aid and authority in connection with the Church of England. In the upper part of the State, which was settled by the Scotch-Irish Presbyterians, churches and school-houses were built together by the ministers of that church, which has always been foremost in education in this country. These covenanters, as most of them were, coming down from Pennsylvania after Braddock's defeat, settled in the western parts of North and South Carolina, and to a great extent peopled the districts of Lancaster, York, Chester, and Union. The principal settlement was at the Waxhaws, on the line between the two States. Of the women of these people it has been written: "An education—knowledge of things human and divine—they prized beyond all price in their leaders and teachers; and craved its possession for their husbands and brothers and sons. The Spartan mothers gloried in the bravery of their husbands and fathers, and demanded it in their sons—'Bring me this, or be brought back upon it,' said one as she gave her son a shield to go out to battle. These Presbyterian mothers gloried in the enterprise and religion and knowledge and purity of their husbands and children, and would forego comforts and endure toil that their sons might be well instructed, enterprising men. * * * With many, and they the influential men and women, the desire of knowledge was cherished before a competence was obtained, or the labors of a first settlement overcome. Almost invariably, as soon as a neighborhood was settled, preparations were made for preaching the Gospel by a regular stated pastor; and wherever a pastor was located, in that congregation there was a classical school."¹

Dr. Howe, in his History of the Presbyterians, justly observes: "Under the Colonial government the refinements of the higher civilization were kept upon our seaboard country by its constant intercourse with the British Isle, whither the sons and daughters of the wealthy were often sent for their education. But in the upper country the church and the school, both accommodated at first in the rudest and most primitive structures, were almost inseparably connected, until, as we have seen in the last fifteen years of the eighteenth century, institutions for the higher learning had almost everywhere arisen, if not in a form and with endowments which rendered them perfect, yet conducted with a becoming energy of purpose, and affording the means of a valuable education to those who were to become the future leaders in the church and the State."²

In 1767, a school was opened in the fork between the Broad and Saluda Rivers,³ and in 1768 an act was passed by the General Assembly for incorporating the Salem Society, the preamble of which is: "*Whereas*, Sundry inhabitants of the district of Ninety-Six have formed themselves into a society for the express purpose of endowing and supporting a school and seminary of learning, and have fixed upon a spot between the Catawba and Savannah Rivers, near Little River Meeting House, as being the best situated to answer the designs of the society, and have made application to the General Assembly of this State to be incorporated," etc.⁴

There were schools too at Bullock's Creek, York District, and at Waxhaws, Lancaster

¹ Foote's Sketches of North Carolina, p. 512.

² History of the Presbyterian Church in South Carolina, Vol. II, p. 20.

³ Appendix to Ramsay's History of South Carolina, p. 601.

⁴ Statutes at Large, Vol. VIII, p. 117.

District. There is a tradition that Wade Hampton, afterward General, the ancestor of the present General Wade Hampton, taught school on Tyger River, Spartanburg District, in 1776.¹ But the higher education of this part of the State was principally obtained at the "Queen's Museum," afterward called "Liberty Hall," an academy in Charlotte, N. C., just beyond the dividing line between the States. It was at this academy that General William R. Davie, then a youth of the Waxhaws, afterward member of the convention that framed the Constitution of the United States, Governor of North Carolina, and Minister to France, one who was alike distinguished as scholar, soldier, statesman, and lawyer, received the education which enabled him to take the first honors at Princeton, and fitted him to be the founder of the University of North Carolina.²

It will thus be seen that during the time that Mr. McMaster asserts that education was wholly neglected in South Carolina, there were not only five free schools in the colony, but many other schools maintained by charitable societies and churches. Indeed, every society formed for charitable or patriotic purposes seems at once to have assumed that education must be a part of its business; and education was deemed a part of the religious duties of the clergy, whether Presbyterian, Covenanter, or Churchman.

But these free schools, and schools founded or maintained by charity, and built up along with the churches in the wilderness, were by no means the only schools in South Carolina prior to the Revolution. It was as true of the South before the Revolution as after (as Mr. Orr, the able School Commissioner of Georgia, pointed out to the National Educational Association at a recent meeting), that the education of the South was carried on principally by means of private schools and academies.

Dr. Ramsay says: "With the growing wealth of the Province, the schools became more numerous, and co-extended with the spreading population. The number of individuals who could afford to maintain private tutors, and of natives who were sent abroad for education, increased in like manner. None of the British Provinces in proportion to their numbers sent so many of their sons to Europe for education as South Carolina," etc.³

Mr. Drayton, in his Memoirs, writes: "Before the American War, the citizen of Carolina was too much prejudiced in favor of British manners, customs, and knowledge to imagine that elsewhere than in England anything of advantage could be obtained. For reasons also of state, perhaps, this prejudice was encouraged by the mother country, and hence the children of opulent persons were sent there for education, while attempts for supporting suitable seminaries of learning in this State were not sufficiently encouraged and promoted."⁴

Mr. McMaster observes that so late as 1795 a gentleman who had been abroad was pointed out in the streets even of large cities with the remark: "There goes a man who has been to Europe;" "There goes a man who has been to London." This remark points a difference between the Northern and Southern colonies which should not be overlooked in considering the character of their respective societies and the education of their people. While it is true that there was little or no intercourse between New England and Old England, there was a close and constant intercourse between the people of South Carolina and the mother country; and the ambition of the Southern planter was to send his son to England for education at Oxford or Cambridge. South Carolina seemed to be preparing her sons both at home and abroad for the service of the country at large. Thus it happened that during the period in which Mr. McMaster charges that education was wholly neglected in South Carolina, Arthur Middleton, Thomas Heyward, Thomas Lynch, Jr. (three of the signers of the Declara-

¹ Letter of Rev. James H. Saye, D. D., Chester, S. C.

² Wheeler's History of North Carolina, Vol. II, p. 188. Proceedings of the Alumni Association, 1881, pp. 22, 23.

³ History of South Carolina, Vol. II, p. 358.

⁴ Historical Sketch of South Carolina, p. 217. See also Mills' Statistics of South Carolina, 1826.

tion of Independence), John Rutledge, Hugh Rutledge, Charles Cotesworth Pinckney, Thomas Pinckney, William Henry Drayton, Christopher Gadsden, Henry Laurens, John Laurens, Gabriel Manigault, William Wragg, and John Forcheraud Grimké, among other Carolina youths, had been sent to England for the completion of their education. Dr. Ramsay calls attention, too, to the fact that the natives of Carolina, though educated in Great Britain, were not biased in favor of that country. Most of them joined heartily in the Revolution, and from their superior knowledge were eminently useful as civil and military officers in directing the efforts of their countrymen in defence of their rights. This, Dr. Ramsay observes in a note, is the more remarkable, as the reverse took place in other provinces.¹

Hugh S. Legaré, in a note to his *Essay on Classical Learning*, says: "Before and just after the Revolution, many, perhaps it would be more accurate to say most, of our youth of opulent families were educated at English schools and universities. There can be no doubt their attainments in polite literature were very far superior to those of their cotemporaries at the North, and the standard of scholarship in Charleston was consequently much higher than in any other city on the continent," etc.²

"In his *Retrospect of the Eighteenth Century*, published in 1808 by Dr. Samuel Miller, late of Princeton, the belief is expressed that the learned languages, especially the Greek, were less studied in the Eastern than in the Southern and Middle States, and that while more individuals attended to classical learning there than here, it was attended to more superficially. The reason is that, owing to the superior wealth of the individuals in the latter States, more of their sons were educated in Europe, and brought home with them a more accurate knowledge of the classics, and set the example of a more thorough study."³

But while most of the young men of means of South Carolina were educated abroad, those who remained at home did like credit to their education. Charles Pinckney, whose draft of the Constitution has been the subject of so much controversy—a controversy dogmatically decided in a line by Mr. McMaster—and who was not only a great statesman, but a learned lawyer and an accomplished classical scholar, received his entire education in Charleston. So, too, did Edward Rutledge, until ready to commence the study of his profession, when, as customary, he too went to England and entered a student in the Temple. The letter of his brother John, addressed to him upon the pursuit of his studies in England,⁴ might be read to-day with profit by any student of the law. Dr. William Charles Wells, who promulgated the first comprehensive theory of dew, and who was the author of a remarkable essay on the theory of vision, and a well known medical writer of his time in Edinburgh, obtained his education in Charleston, which he did not leave until prepared to commence his study of medicine in Edinburgh.

We are told that the Puritan settlers, fully convinced of the necessity of universal education, as soon as they had provided themselves temporary shelter reared the church and the school-house. So, too, did both Churchmen and Covenanters in South Carolina. But the Puritans were not the first to establish free grammar schools, nor were the schools established by them the common or public schools of to-day. The first free grammar schools, as they were called, that is, schools in which Latin was taught, and which were supported in part, at least, by proceeds of land, etc., were established in Charlestown, Va., in 1621; in Boston, 1636; in Salem, 1641; and in most towns of New England within a few years after their settlement; but these, though comprising the greater part of the children of the settlement, were not common schools in the present sense of that term.⁵ These free public or common schools,

¹ History of South Carolina, p. 359.

² Legaré's Writings, p. 7.

³ Howe's History of the Presbyterian Church, Vol. II, p. 21.

⁴ O'Neill's Bench and Bar of South Carolina, Vol. II, p. 115.

⁵ Encyclopædia Americana.

it is claimed, were inaugurated by the General Court of Massachusetts in 1642-43. The law of the latter year provided as follows:

"It is therefore ordered that every township in the jurisdiction, after the Lord hath increased them to the number of fifty households, shall then forthwith appoint one within the town to teach all such children as shall resort to him to read and write, whose wages shall be paid either by the parents or masters of such children, or by the inhabitants in a general way of supply as the major part of those that order the providentials of the town shall appoint: *Provided*, Those that send their children be not oppressed by payment more than they can have them taught for in other towns."

Massachusetts was settled in 1620, so that their first effort to establish by law a public school (if such it can be called) was made twenty-three years after the commencement of the colony. It will be observed that no public or free school was actually established by this act of the General Court, as the Legislature of Massachusetts was termed. The act was "merely directory." It directed the towns to establish schools, but that was all. It did not of itself incorporate or establish schools any more than our act of 1712, which authorized the vestries, or our act of 1722, which directed the justices to establish free schools, did so. We do not mean to belittle the source from which so great an institution as the American common school system has sprung, if this be its true spring. Small is the commencement of most great things. Still we must not be misled into the idea that the common school system, as we know it, or anything like it, existed two hundred and forty years ago, even in Massachusetts. Mr. McMaster has himself prevented us from falling into such an error, for this is the account he gives of the New England school-master in 1784, a hundred and forty years after. In one of his best passages describing the school-master, as we now know him and appreciate him, he says (page 21):

"But the lot of the school-master who taught in the district school-house three generations since fell in a very different time and among a very different people. School was then held in the little red school-houses for two months in the winter by a man, and for two months in the summer by a woman. The boys went in the winter, the girls in the summer. The master was generally a divinity student who had graduated at one of the academies, who had scarcely passed out of his teens, and who sought by the scanty profits derived from a winter's teaching to defray the expenses of his study at Harvard or at Yale. His pay was small, yet he was never called upon to lay out any portion of it for his keep. If the district were populous and wealthy a little sum was annually set apart for his board, and he was placed with a farmer who would, for that amount, board and lodge him the longest time. But this was a far too expensive method for many of the districts, and the master was therefore expected to live with the parents of his pupils, regulating the length of his stay by the number of the boys in the family attending his school. Thus it happened that in the course of his teaching he became an inmate of all the houses of the district, and was not seldom forced to walk five miles, in the worst of weather over the worst of roads, to his school. Yet, mendicant though he was, it would be a great mistake to suppose that he was not always a welcome guest. He slept in the best room, sat in the warmest nook by the fire, and had the best food set before him at the table. In the long winter evenings he helped the boys with their lessons, held yarn for the daughters, or escorted them to spinning matches and quiltings. In return for his miserable pittance and his board the young student taught what would now be considered as the rudiments of an education. His daily labors were confined to teaching his scholars to read with a moderate degree of fluency, to write legibly, to spell with some regard for the rules of orthography, and to know as much of arithmetic as would enable them to calculate the interest on a debt, to keep the family accounts, and to make change in a shop."

Now, what did South Carolina require of her school-masters, and what provision did she make for their compensation? Let us turn to the statutes and let them speak for themselves.¹

¹ Statutes at Large, Vol. II, p. 389.

The act of 1712 provided (Section XII) "that the person to be master of the said school shall be of the religion of the Church of England, and conform to the same, and shall be capable to teach the learned languages, that is to say, Latin and Greek tongues; (Section XV) that the said school-master shall have, hold, occupy, possess, and enjoy all such lands as shall, pursuant to this act, be taken up, purchased, had or received for the use of a school-master of the said school, and the school-house and dwelling-house and outbuildings upon the same; and also for the further encouragement unto him shall have and receive out of the public treasury of this Province the full sum of one hundred pounds per annum, to be paid to him half yearly; (Section XVI) that in consideration of the school-master being allowed the use of the lands, dwelling-house, and other buildings, and also the yearly salary of one hundred pounds per annum, he shall teach freely and without any manner of fee or reward whatsoever over and above the number of free scholars to be appointed by each person contributing twenty pounds, any number of scholars not exceeding twelve, the scholars to be taught free to be nominated by the Commissioners; (Section XVII) that for every scholar the said master shall teach, besides those who by this Act are appointed to be taught free, he shall be allowed four pounds per annum current money of this Province, to be paid him by the parent or guardian of such scholar; (Section XVIII) that in case the school-master shall have more scholars in his school than one man can well manage, the Commissioner shall appoint a fit person to be usher, who, for his encouragement, shall be allowed fifty pounds per annum out of the public treasury; and over and above that shall be allowed for every scholar that is under his charge (excepting those appointed to be taught free) at the rate of thirty shillings; (Section XIX) that a fit person shall be nominated and appointed by the said Commissioner to teach writing, arithmetick, and merchants' accompts; and also the art of navigation, and other useful and practical parts of the mathematicks; and for his encouragement shall be allowed not exceeding fifty pounds, to be paid him half yearly out of the public treasury of this Province; and in consideration of the said yearly salary to be paid him he shall be obliged to teach free all such persons as by this Act are appointed to have their learning free; and for other scholars that are not to be taught free he shall be allowed for teaching them writing at the rate of thirty shillings per annum; if writing and arithmetick, forty shillings; if merchants' accompts, fifty shillings per annum; and if the mathematicks, at such rate as he shall agree with the several parents and guardians of the said children, not exceeding six pounds per annum."

By another provision of the act, any person giving twenty pounds toward the erecting and founding of the school might nominate one scholar to be taught free for five years.

Section XXI of the act recited and provided as follows: "And as a further and more general encouragement for the instructing of the youth of this Province in useful and necessary learning, *be it enacted* by the authority aforesaid, that as soon as a school-master is settled in any other or all the rest of the Parishes of this Province, and approved by the Vestry of such Parish or Parishes, such school-master so approved from time to time shall receive the sum of ten pounds per annum out of the public treasury by quarterly payments; and the Public Receiver is hereby required to pay the same."

These were the requirements of the school-master, and the provisions for his maintenance, as established by law in 1712 in the lower part of South Carolina, which was only then settled. The teachers of the upper part of the State, which was not settled until forty years after, were generally Presbyterian clergymen from Ireland—some were from Scotland. They were usually men of education; some were excellent arithmeticians, and read and wrote Latin fluently; all were excellent penmen. The "master," as the teacher was called, besides teaching, discharged many duties now performed by lawyers and surveyors. He drew all the wills and titles to land, and made all the difficult calculations. No man in the settlement was more honorable

or more honored than the "master." The title "master" signified more than "reverend" or "doctor" does now.¹

The character and attainments of the school-masters, as required by the law of South Carolina for her free schools, and the provisions made for their support in 1712, and of the teachers in the upper part of the State when settled forty years afterward, certainly compare very favorably with the description of the New England school-master, and the arrangements for his support, as described by Mr. McMaster as existing in 1784.²

By the act of the General Court of Massachusetts of 1642-43—the basis of the New England common school system, as it is claimed—it was directed that every township containing the number of fifty households should appoint one within the town to teach the children. What the average number of "a household" was then supposed to be we have no means of estimating; but as the average New England township of the present day, outside of towns having ten thousand inhabitants, is estimated to contain seventeen hundred (census of 1870), we may roughly put the New England townships during the period under consideration at five hundred. The population of South Carolins in 1734 was but seven thousand three hundred and thirty-three, and in 1737 there were six free and charitable schools, to wit: Charlestown Free School, South Carolina Society School, Childsbury Free School, St. George's Dorchester Free School, Beresford Bounty School, Whitmarsh Free School; that is, one free or charitable school to about every twelve hundred inhabitants. Supposing that a public school was *actually* established in each township in Massachusetts, of which there is, however, no more probability than that there was one in each county precinct in South Carolina under our act of 1722, the number in proportion to the inhabitants must still be in favor of Massachusetts. But it must be remembered that the difference between Massachusetts and South Carolina on the subject of education was and always has been that Massachusetts claimed to educate her youth generally, rich and poor, by the public or common school system, whereas, South Carolina has made no such pretence, but, on the contrary, has always relied for the education of her sons more on private schools than on public schools. We are not now discussing the relative merits of the two systems, but are only insisting that in comparing the respective merits of the two States as to zeal in education, it must be borne in mind that all the efforts of South Carolina as to public education were in addition and supplementary to, and not in the place and stead of, the system of private education upon which, wisely or not, our people rested.

Mr. McMaster, it will be recollected, asserts with positiveness that prior to 1730 no such thing as a grammar school existed in the colony of South Carolina. Will it be believed that the work he refers to as his authority for this statement (Ramsay's History of South Carolina) contains this sentence: "*The knowledge of grammar and of the Latin and Greek languages could be obtained in Carolina at any time after 1712, or the forty-second year subsequent to the settlement of the Province?*" We cannot expect that it will, unless the reader refers to the second volume (page 353) of that work.

¹ Letter of Rev. Robert Lathan, Yorkville, S. C.

² Whatever force there may be in Mr. McMaster's criticism must consist in the comparative attention to or neglect of education in South Carolina as of the time of which he writes. It is not amiss, therefore, to recall that in the mother country, the advertisement in the *Gentlemen's Magazine* for 1736—"At Ideal, near Lichfield, in Staffordshire, young gentlemen are boarded and taught the Latin and Greek languages by Samuel Johnson"—brought that celebrated person, in his youth, but three pupils; upon which Carlyle observes:

"The career of Literature could not, in Johnson's day any more than now, be said to lie along the shores of a Pactolus; whatever else might be gathered there, gold dust was nowise the chief produce. The world, from the time of Socrates, St. Paul, and far earlier, had always had its Teachers, and always treated them in a peculiar way. A shrewd Town Clerk (not of Ephesus) once in founding a Burgh-Seminary—when the question came how the school-masters should be maintained, delivered this brief counsel: 'D—n them, keep them poor!'"

South Carolina, certainly, did not adopt this aphorism.

II.—SCHOOLS OPEN DURING THE REVOLUTION.

Let us now examine Mr. McMaster's assertion, *that during the Revolution there was no grammar school in existence in South Carolina.*

For this assertion, too, he refers to Dr. Ramsay's History. There is no such statement in that work. Nor is it true.

We may well suppose that when Charleston was in the possession of the British, that a school-master who was loyal to the cause of his State would not have been allowed to teach; but this would scarcely be brought up as a reproach to our people of that time.¹ And when Cornwallis marched through and devastated that other part of the State settled by the Scotch-Irish Presbyterians it may well have been that school-houses and books were burned, as well as everything else that could not be carried off. But such a calamity as war would scarcely be cited as an evidence of neglect of education by our people. Beyond this natural supposition there is nothing whatever to suggest this assertion, so boldly made by Mr. McMaster. On the contrary, there happens to be evidence that the people of South Carolina did not, even in the excitement and distress of invasion, forget the work of education; and that her youths were allowed to put down their books only to take up arms in defence of liberty.

In Dr. Howe's History of the Presbyterian Church in South Carolina, we read:²

"Yet in the midst of these scenes of conflict our people were by no means neglecting the interests of learning and religion. The Mount Zion Society was established in the city of Charleston January 9th, and incorporated February 12th, 1777 [that is, the year after the battle of Fort Moultrie], 'for the purpose of founding, endowing, and supporting a public school in the district of Camden for the education and instruction of youth.' The preamble of the constitution is prefaced by Isaiah LX, 1, and LXI, 3: 'Arise, shine, for thy light is come and the glory of the Lord is risen upon thee. To appoint unto them that mourn in Zion, to give unto them beauty for ashes, the oil of joy for mourning, the garment of praise for the spirit of heaviness; that they might be called the trees of righteousness, the planting of the Lord, that he might be glorified.' The very language is jubilant with hope and courage, and the quotation may have suggested the name the society adopted. Its members were dispersed over the State. It was to have weekly, quarterly, and annual meetings, and these, for the convenience of the most numerous body of members, were held in Charleston. * * * The first president was Col. John Winn, and its wardens Gen. William Strother and Capt. Robt. Ellison. Col. Thomas Taylor, Capt. Thomas Woodward, and other patriots were among the first signers of its constitution. Its membership the first year was fifty-eight in number. In 1778 ninety-six were added, in 1779 eighty-seven, so that at the close of this decennium two hundred and sixty-five names were found upon its roll. In the second year of its existence we find among the names, Andrew Pickens, Charles Cotesworth Pinckney, four sons of Anthony Hampton—Henry, Edward, Richard, and Wade—and the brother of Anthony, John Hampton. About this time a school was taught in Winnsboro' by William Humphreys, who it is believed was placed there by the Mount Zion Society. This Mr. Humphreys was a member

¹ We have been permitted to make the following extract from a memoir of his family prepared by Chancellor De Saussure, who was himself taken from school to serve in the works around Charleston during the siege.

"Henry W. De Saussure [the writer] was born on 16th August, 1763, at Pocotaligo, and was carried a child to Beaufort, where the family resided until January, 1779, when they removed permanently to Charleston. He was educated partly at a private school near Beaufort kept by the Rev. Mr. James Gourlay, and on the removal of his family to Charleston, at a school in Charleston under the care of Mr. James Hampden Thompson. Little else, however, than the classics were taught in any of these schools. * * * From the time of the invasion of Prevost, in the spring of 1779, the schools were closed and the youth of the country called to arms. Among others, the writer, at the age of sixteen years, was in arms, and during the siege of Charleston served in a volunteer corps."

²Page 449.

of the society, and owned lots in Winnsboro', which he sold about 1800. At what time this school was discontinued is not known, but it was probably about the time when Lord Cornwallis moved his headquarters to Winnsboro' in 1780."

Dr. Howe in another place¹ writes:

"The Mount Zion Society received new members to the 8th of May, 1780, just four days before the surrender of Charleston to the British army. Down to that time about fifty new names had been added to the list, among which is that of Charles Pinckney, chief justice of the province, and president of the Provincial Congress. There is no record after this for about two years. Early in 1783 the society met in Charleston and elected John Huger president, appointed John Winn and six others directors in Winnsboro' and its vicinity, and Charles Pinckney and five others directors in Charleston; and wrote on the 7th of March a letter to the Committee in Winnsboro' informing them of their action, addressing them as 'The Committee on Zion Hill.' This committee replied, informing them that the temporary school had been broken up by the enemy, but the buildings were safe and in the custody of Col. Richard Winn.

Dr. Howe goes on to tell that twelve names were added to the roll immediately; lands given by Col. Winn and Col. John Vanderhorst were run out, and the next year, 1784, seventy-four more names added to the membership of the society and the school placed under the charge of the Rev. Thomas Harris McCaule, who proposed to enlarge it into a college upon the plan of the college in New Jersey where he had been educated; that this plan was adopted, and that Mount Zion, the College of Cambridge at Ninety-Six, and the Charleston College, were incorporated on the 19th March, 1785, in the same act.

On the 5th March, 1778, that is, in the midst of the war, an act was passed for incorporating a society commonly called the Catholic Society, the preamble of which tells its purpose: "*Whereas*, Several inhabitants of this State have associated themselves under the name of the Catholic Society, for the purpose of founding, endowing, and supporting a *public school* in the District of Camden, eastward of the Wateree River, for the education and instruction of youth, and have made application to the General Assembly of the State to be incorporated," etc.²

Bishop Gregg, in his History of the Old Cheraws, says:³ "About this time (1777) appears the first mention of a society which was destined to exert an important influence on the welfare of the communities bordering on the Upper Pedee.

"But little attention has hitherto been given to the subject of education. With a country recently settled, and most of the inhabitants poor, it was to be expected that matters of material interest would first engage the thoughts of the people. For some years past, too, the public disturbances, so deeply affecting the peace and prosperity of the infant settlements, had seriously retarded their progress.

"Being now, however, in a state of comparative repose, and with brighter prospects for the future, the welfare of the rising generation was no longer overlooked.

"On the 13th December, 1777, this entry appears in the Rev. Mr. Pugh's journal: 'Assembled at the meeting house in society to promote learning;' and on the 20th, 'went to Dr. Mills, about the society's rules.' 'On the 31st went to the Neck (the Welch Neck) to the society, signed the rules, chose officers,' etc.

"The Hon. Alexander McIntosh was elected president, and George Hicks and Abel Kolb, wardens.

"The society took the name of 'St. David's,' and by that honored appellation continued afterward to be distinguished."

Bishop Gregg continues: "The organization of the society excited much interest among the inhabitants of St. David's Parish. An original subscription paper of the date just mentioned (13th December, 1777), with a preamble, has survived the ravages of time, and is in these words, viz:

"'As the endowing and establishing *public schools* and other seminaries of learning

¹ Page 504.

² See Statutes at Large, Vol. VIII, p. 115.

³ History of the Old Cheraws, p. 280.

has ever been attended with the most salutary effects, as well by cultivating in youth the principles of religion and every social virtue, as by enabling them afterward to fill with dignity and usefulness the most important departments of the State, who that is a lover of his country as he looks around him can fail to deplore the great want of this necessary qualification in our youth, especially in the interior parts of it, at this early period of our flourishing and rising State? In the future, when we shall be at liberty to make our own laws without the control of an arbitrary despot, what heart would not glow with pleasure to see a senate filled with learned, wise, and able men, for the want of whom the most flourishing republics have become the tools of arbitrary despots? And, whereas, there is a society established in the parish of St. David, by the name of the St. David's Society, purposely for founding a public school in said parish, for educating youths in the Latin and Greek languages, mathematics, and other useful branches of learning by those who are not of ability without assistance to carry so useful and necessary an effort into effect:

"Wherefore, in order to contribute to so laudable and benevolent an undertaking, we whose names are hereunto subscribed, do promise to pay, or cause to be paid into the hands of the secretary of the said Society the respective sums adjoined to each of our names, whenever the same shall be called for by the said secretary or his order."

Many names were signed to this paper, and over two thousand pounds subscribed, and on the 28th March following (1778) an act¹ incorporating the St. David's School was passed.²

It is thus seen that between the victory of Fort Moultrie in 1776, and the occupation of Charleston in 1780, and while indeed the British were investing the city of Charleston, the people were founding and the Legislature was incorporating new public schools.

Andrew Jackson may not have been a scholar, and we do not cite him as an illustration of the educational system of South Carolina (though there is good reason to suspect that his inelegance of speech was more a matter of affectation than of ignorance,³ but his history affords evidence upon the point we are now considering, and

¹ Statutes at Large, Vol. VIII, p. 118.

² Subsequent to this time no further progress appears to have been made with the school, until the troubles of the Revolution were over, when it was reorganized and went into vigorous operation, and continued to flourish. The records of its history under the administration of Andrew McCauley, Eli King, and Thomas Parke would serve as a model for many of the academies of more recent times. Mr. Parke in 1806, upon the organization of the South Carolina College, was transferred to the professorship of languages. There he continued in the uninterrupted discharge of the duty until 1834-35, when he was elected treasurer and librarian of the college, and discharged the duties of these offices until his death in 1844, in the seventy-ninth year of his age. Among the pupils of St. David's afterward distinguished were Ezra Pugh, Samuel Wilde, and Charles Motte Lide, names that illumine the early judicial history of the State. Hon. Hugh S. Legaré is reported to have said that Mr. Lide was the greatest genius he ever knew, and a similar remark was made by the celebrated Dr. Ramsay.

³ Mr. G. Ticknor Curtis, in a note to Volume I, page 129, of the Life of James Buchanan, in which he gives an account of the debate upon the appropriation for the salary of Mr. Randolph as Minister to Russia (1831), says:

"In this debate it was charged that the President's Message was written by Mr. Van Buren, the Secretary of State, and that General Jackson was incapable of writing his official papers. It is very probably true that he did not write some of them. His proclamation against the Nullifiers is generally assumed to have been written by Edward Livingston. But that General Jackson was capable of writing well there can be no doubt. I remember, however, that in my youth, and during his Presidency, it was generally believed in New England among his political opponents that he was an entirely illiterate man, who could not write an English sentence grammatically or spell correctly. This belief was too much encouraged by persons who knew better, and it was not until many years afterward that I learned how unfounded it was. There now lie before me autograph letters of General Jackson written wholly with his own hand, and written and punctuated with entire correctness, and with no small power of expression. Some of them have been already quoted. These have been and others will be printed without the slightest correction. The handwriting is sometimes rather better for example than Mr. Webster's. There is not a single erasure in any one of the letters, and but one trifling interlineation. The spelling is perfectly correct throughout. General Jackson wrote better English than Washington; and as to King George III, the General was an Addison in comparison with his Majesty."

contradicts Mr. McMaster's assertion that there were no schools in the State during the Revolution. Mr. Parton tells us that in early life Jackson attended some of the better schools of the country—schools, he goes on to explain, kept by clergymen, in which the languages were taught. He says the first school of the kind which Jackson attended was an academy in the Waxhaw settlement, of which Dr. Humphries was master. In another place he says that by the time the war approached the Waxhaw settlement, bringing blood and terror with it, leaving desolation behind it, *closing all school-houses*, and putting a stop to the peaceful labors of the people, Andrew Jackson was a little more than thirteen.¹ Now, as Andrew Jackson was born in 1767, he was but eight years of age when the Revolution commenced in 1775, and as Cornwallis defeated Gates at Camden on the 16th August, 1780, and in September, 1780, devastated the Waxhaws, and as Jackson in 1782 spent some time in idleness in Charleston, and in the winter of 1784-85 went to Salisbury, N. C., to study law,² it follows that the schools he attended were schools which were open in South Carolina during the War of the Revolution. Indeed, it is known that Dr. Joseph Alexander taught in an academy kept open by him at Waxhaws, and there was another at Bullock's Creek, York County, during this period,³ and there was a school also at Fishing Creek, kept open by Mrs. Gaston, wife of Justice John Gaston.⁴

Mr. McMaster asserts that prior to 1730 no such thing as a grammar school existed in South Carolina; that between 1731 and 1776 there were but five, and during the Revolution there were none.

The following statement shows the number of schools established before and during the Revolution in each of the election and political divisions of the State, as such divisions were arranged by the Constitution in 1776, when the State adopted the Declaration of Independence. It is known that there were other schools, but of the following we have record and special mention:

Parish of St. Philip's and St. Michael's (Charleston): (1) Charleston Free Grammar School—Acts of Assembly 1710-12. (2) South Carolina Society School, 1736. (3) Fellowship Society School, 1769. (4) Mr. Hampden Thompson's Private School, open during Revolution.

Parish of Christ Church: Supplied by Charleston Schools.

Parish of St. John's, Berkeley: Childsbury Free Grammar School, A. A. 1733.

Parish of St. Andrew's: Supplied by Charleston Schools. School of Rev. Hugh Allison, 1770.

Parish of St. George, Dorchester: Free Grammar School, A. A. 1724-34.

Parish of St. James, Goose Creek: Ludlam Free Grammar School. A. A. 1778.

Parish of St. Thomas and St. Dennis: Beresford Free Grammar School, 1721—A. A. 1736.

Parish of St. Paul's: Whitmarsh Free Grammar School, 1723.

Parish of St. Bartholomew's.

Parish of St. Helena: Cumming's Grammar School. Mr. Gourlay's Private School—prior to and during Revolution.

Parish of St. James, Santee.

Parish of Prince George, Winyaw, and Parish of Prince Frederick: Winyaw Indigo Society Free Grammar School, A. A. 1756.

Parish of St. John's, Colleton: Hext's School for the Poor, 1770.

Parish of St. Peter's.

Parish of St. Stephen's.

District Eastward of Wateree: Alexander's School, Waxhaws. Catholic Society School, A. A. 1778 (Free Grammar School).

¹ Parton's Life of Andrew Jackson, pp. 62, 69.

² *Ibid.*, p. 97 *et seq.*

³ See History of Presbyterian Church in South Carolina, p. 514.

⁴ Letter of Rev. James H. Saye, D. D., Chester, S. C.

District of Ninety-Six: Salem Society School, A. A. 1768 (Free Grammar School).

District of Saxe-Gotha (new German settlement).

District between Broad and Catawba Rivers: Mount Zion Society School, 1777 (Free Grammar School). Bullock Creek School. Mrs. Gaston's School.

District of New Acquisition: School on Tyger River, 1776.

Parish of St. Matthew's.

Parish of St. David: St. David's Society School, 1777—A. A. 1778 (Free Grammar School).

District between Savannah and Edisto Rivers.

It will thus be seen that at the close of the Revolution there were eleven public and three charitable grammar schools and eight private schools, of which we know; that is, twenty-two schools in the twenty-four parishes and districts into which the State was then divided.

We have shown, then, that not only were our schools kept open during the Revolution until actually closed by invading armies, but that even amidst scenes of conflict and the distress of war our people were alive to the interests of education as well as of religion; that nothing but fire and the sword closed our school-houses. But, since we are held up in contrast to New England in this matter, let us refer to one of her own historians as to her conduct in the matter of education, when the excuse of war could be pleaded for its neglect. In Belknap's History of New Hampshire, Vol. III, p. 259 (1792), we read:

"Several instances occur in the public records, as far back as the year 1722, just at the beginning of an Indian war, that the frontier towns petitioned the Assembly for a special act to exempt them from the obligation to maintain a grammar school during the war. The indulgence was granted them, but only on this condition, 'that they should keep a school for reading, writing, and arithmetic;' to which all towns of fifty inhabitants were obliged. In later times the conduct of the same towns has been very different. During the late war with Britain not only those, but many other towns, large and opulent, and far removed from any danger of the enemy, were, for a great part of the time, destitute of any public schools; not only without applying to the Legislature for permission, but contrary to the express requirements of the law, and notwithstanding courts of justice were frequently holden, and grand jurors solemnly sworn and charged to present all breaches of law, and the want of schools in particular. The negligence was one among many evidences of a most unhappy prostration of morals during that period. It afforded a melancholy prospect to the friends of science and virtue, and excited some generous and philanthropic persons to devise other methods of education."

III.—NEWSPAPERS.

We come now to Mr. McMaster's statement, in regard to the publication of newspapers in the South. He says: "Indeed, if the number of newspapers printed in any community may be taken as a gauge of the education of the people, the condition of the Southern States, as compared with the Eastern and Middle, was most deplorable. In 1775 there were in the entire country thirty-seven papers in circulation. Fourteen of them were in New England, four were in New York, and nine in Pennsylvania; in Virginia and North Carolina there were two each, in Georgia one, in South Carolina three. The same is true to-day."

One would certainly suppose upon reading this statement that Mr. McMaster had examined the statistics of these colonies, and had ascertained, at least as nearly as one now can, their respective populations, and that it was upon such a careful examination that he had concluded from this data also that in the Southern States education was almost wholly neglected, but nowhere to such an extent as in South Carolina. But it is evident that he hazarded this statement also without any consideration; and that it is as unfounded as his statements in regard to our schools.

To gauge the education of a people by the number of newspapers printed in any community, we must first ascertain the number of the community, and compare the

number of the newspapers with the number of the community; that is, with its population. Mr. McMaster had just stated (page 8) that it had been estimated that at the opening of the war there were in the country, both white and black, two million seven hundred and fifty thousand souls; and in a note on the next page he quotes from the *American Remembrancer*, Part II, p. 64, that an estimate of the white population of the States, made in 1783 for purposes of assessment, gives the number as two million three hundred and eighty-nine thousand three hundred.

As then in the whole country at the commencement of the Revolution there were but thirty-seven papers, and as the nearest estimate that can now be had of the white population of the whole country at that time is two million three hundred and eighty-nine thousand three hundred, we would have one newspaper published to every sixty-four thousand five hundred and seventy-five. Mr. McMaster allows that at this time South Carolina had three newspapers.¹ What, then, let us inquire, was the population of South Carolina at that time? We have no estimate of the population of South Carolina in 1775; but in a table given in Drayton's *View of South Carolina*, p. 103, it is put in 1765 at forty thousand (white). Supposing, then, that the white population had increased to the extent of fifty per cent. in the ten years from 1765 to 1775, we would have the number of whites in South Carolina sixty thousand. But we have just seen that the average population in the whole country necessary to support one paper was sixty-four thousand five hundred and seventy-five. In South Carolina it appears sixty thousand supported three newspapers, or one to every twenty thousand.²

Let us now go into this matter a little further, and compare South Carolina with the New England States and Pennsylvania, which are held up to us as the standard to which we failed to attain. Mr. McMaster gives us from Hudson's *History of Journalism* the number of newspapers published in New England at fourteen, without giving the numbers in each of these States. We will give them; they were as follows: Massachusetts seven, New Hampshire one, Rhode Island two, Connecticut four.³

Remembering that South Carolina had one newspaper for every *twenty thousand* inhabitants, let us see how many it required to maintain one in New England.

Massachusetts.—Mr. Eaton S. Drone, in the *American Cyclopædia*, estimates the population in Massachusetts in 1775 at three hundred and fifty-two thousand, and as there were then seven newspapers in that State, we have but one newspaper for every *fifty thousand two hundred and eighty five* inhabitants.

New Hampshire.—"A survey taken in 1775, partly by enumeration and partly by estimation, for the purpose of establishing an adequate representation of the people, made the whole number eighty-two thousand two hundred." (Belknap's *History of New Hampshire*, p. 234.) In New Hampshire *eighty-two thousand two hundred* people maintained but *one* paper.

¹ These, as preserved in the Charleston Library, were *South Carolina Gazette*, 1732 to 1774, nine volumes, folio; *South Carolina American General Gazette*, 1766 to 1775, two volumes, folio; *South Carolina Gazette and County Journal*, 1766 to 1774 (See Catalogue Charleston Library). Before these there had been *South Carolina Gazette*, January to September, 1731, two volumes; *South Carolina Weekly Gazette*, 1732 to 1733, two volumes, folio. (*Ibid.* See also King's Newspaper Press of Charleston.)

² In 1851 Mr. Greeley was examined in London before a select committee of Parliament on newspapers, and gave some interesting testimony in regard to the population necessary at that time to support a paper, which places South Carolina in 1775 in a very favorable comparative light. He says:

"In all the free States if a county has a population of twenty thousand it has two—one to each party. The general average is about one local journal in the agricultural counties for ten thousand inhabitants. A county of fifty thousand has five journals, which are generally weekly papers, and when a town grows to have as many as fifteen thousand inhabitants, or thereabout, it has a daily paper; sometimes that is the case when it has as few as ten thousand. It depends more on the business of the place, but fifteen thousand may be stated as the average at which a daily paper commences." Hudson's *History of Journalism*, p. 544.

³ See *American Almanac*, 1830, cited, *Encyclopædia Americana*.

Connecticut.—In the *Encyclopædia Americana* the population of the State in 1774 is given at one hundred and ninety-seven thousand three hundred and sixty-five; and it had four newspapers, or one to every *forty-nine thousand three hundred and forty* inhabitants.

Rhode Island.—We cannot put our hand upon any estimate of the population of Rhode Island before the Revolution with which to compare the circulation of her two newspapers.

Pennsylvania.—From the *Encyclopædia Americana* we find that the population of Pennsylvania in 1782 was supposed to be three hundred and thirty thousand, and as she had nine newspapers, she had one to every *thirty-six thousand six hundred and sixty-six*, as nearly as can be approximated.

Upon this examination, is it not strange that any historian should rashly assert the lack of newspapers in South Carolina in 1775 as an evidence of her neglect of education, and lament her deplorable condition in consequence?

But if newspapers are the gauge of the education of the people, what does Mr. McMaster say to the fact that though New Jersey had founded and established the great institution of learning, Princeton College, in which he was writing his history, yet with a population of *one hundred and fifty-four thousand one hundred and thirty-nine* in 1790 (we can find no estimate before the census of 1790), she had no newspaper whatever prior to the Revolution?

"In 1870," he goes on to say, "the population of Georgia in round numbers was twelve hundred thousand souls, and the circulation of the newspapers less than fourteen and a half million copies. The population of Massachusetts was at the same time fifteen hundred thousand, but the newspaper circulation was far in excess of one hundred and seven and a half millions of copies."

But why stop here? The case, as viewed by him, is infinitely worse than that. By the same census to which he refers, that of 1870, it appears that the whole value of the products of manufactures in Georgia was but \$31,196,115, whereas in Massachusetts it was \$553,912,568. Now, surely, if the people of Georgia have so few manufactures, by parity of reasoning they must wear very little clothes, and can't have any shoes. We are beginning to remedy this, however. We are already manufacturing some clothing; and it may be that by the time Mr. McMaster gets through his work, we of the South will have begun, too, to have our own press, and to take fewer copies of New England and New York journals, and thus curtail to some extent that enormous circulation which Mr. McMaster has mistaken as being confined to the State of Massachusetts. The whole population of Massachusetts—men, women, and children—native and foreign, in 1870, including thirty-one thousand seven hundred and forty-six men who were disqualified from voting because they could not read and write, was one million four hundred and fifty-seven thousand three hundred and fifty-one, not exactly the one million five hundred thousand Mr. McMaster makes them. Now, does Mr. McMaster believe that these people, including those who could not read, were so ravenous for literature that they consumed sixty or seventy newspapers apiece annually?

And, after all, how unsatisfactory a test of education and literature is this matter of the manufacture of periodicals? Do not these figures include flashy pictorial periodicals, and even obscene works, which the statutes of Massachusetts through the regular officers of the law, and by means of societies incorporated for the purpose, are endeavoring to suppress? A glance at the New York and Massachusetts statutes will show that with a cheap press has sprung up the rankest and most noisome food that can be administered to the mind—to such an extent that their Legislatures have been called upon to suppress it. The Nation has lately been protesting from another standpoint—that of free trade—against this idea that literature may be counted by numbers and weighed by the pound.

It was Carlyle who said that there is a great discovery still to be made in literature—that of paying literary men by the *quantity* they do not write.

IV.—LIBRARIES.

We think we have fairly met the assertion of Mr. McMaster, that, if the number of newspapers printed in any community may be taken as the gauge of the education of the people, the condition of the Southern States was most deplorable; and have shown that South Carolina at least may fairly challenge that test. But there is another test of the education of a people to which we may refer, and to which Dr. Ramsay calls attention in his chapter on the literary history of the State. The establishment of libraries, the circulation of books, encouraged by legislative acts and private donations, are certainly evidences that education was not wholly neglected in the Province.

In the special report of the Bureau of Education (U. S.), 1876, Chap. I—"Public Libraries a Hundred Years ago"—Mr. Scudder observes: "The idea of a free public library could hardly find general acceptance until the idea of free public education had become familiar to men's minds; and the libraries existing at the time of the Revolution were necessarily representative of the existing state of public opinion on the subject of culture. They were, with scarcely an exception, either connected directly with institutions of learning or the outgrowth of associations of gentlemen having tastes and interests in common."

Dr. Ramsay, as we have seen in his chapter on the literary history of the State, writes that the earliest settlers had scarcely provided themselves with shelter before they adopted measures for the moral and literary improvement of themselves and their children. "In the year 1700," he goes on to say, "a law was passed 'for securing the Provincial Library of Charlestown.' This had been *previously* formed by the liberality of Dr. Bray, the Lords Proprietors, and the inhabitants of the Province; and was, by special Act of the Legislature, deposited in the hands of the minister of the Church of England in Charlestown, for the time being, *to be loaned out to the inhabitants in succession*, under the direction and care of James Moore, Joseph Morton, Nicholas Trott, Ralph Izard, Job Howe, Thomas Smith, Robert Stevens, Joseph Croskeys, and Robert Fenwicke, who were appointed commissioners for that purpose. * * * From this time forward *the circulation of books*, the establishment of churches, and the settlement of Episcopal ministers in the different Parishes were *encouraged by legislative acts, private donations*, and by the liberality of the English Society for Propagating the Gospel."¹

Professor Rivers says, in his *Early History of South Carolina*: "By the efforts of the Rev. Thomas Bray, the Bishop of London's commissary in Maryland, and from the bounty of the Lords Proprietors and contributions of the Carolinians, the first public library was formed in Charlestown, and placed by an Act of Assembly (Journal, 1698) under the care of the Episcopal minister (November, 1700)."²

In the year 1700, when this public library was inaugurated, there were in the Province about 5,500 persons, besides Indians and negroes.³ What became of this library we do not know, but it certainly was in operation for many years, for in 1712 another act was passed "for *securing* the Provincial Library at Charlestown, in Carolina," by which five more commissioners were added, and other provisions made for the use of the books and management of that library, and of other parochial libraries.⁴

Mr. Scudder in his report gives 1730 as the date of the formation by Franklin of the debating society called The Junto, which grew into the American Philosophical Society, and was also the cause of the establishment of what Franklin called the mother of all the North American subscription libraries. The Philadelphia Library, which was the outcome of the American Philosophical Society, and which by its gen-

¹ Ramsay's History, Vol. II, pp. 353-4.

² Historical Sketches of South Carolina, p. 231.

³ Dalcho's Church History, p. 39; Drayton's South Carolina, p. 103.

⁴ Statute at Large, Vol. II, pp. 374-76.

eral prosperity and excellent management drew to itself other collections of books, was incorporated in 1742. The next library in this country not connected with an institution of learning, as appears by this report, was the present Charleston Library Society.

In the preface to its catalogue of 1826, which Mr. Scudder also quotes, this is the history given of the Society:

"The Charleston (S. C.) Library Society owes its origin to seventeen young men who, in the year 1748, associated for the purpose of raising a small sum to collect such new pamphlets and magazines as should occasionally be published in Great Britain. They advanced and remitted to London ten pounds sterling as a fund to purchase such pamphlets as had appeared during the current year, acting at first under a mere verbal agreement, and without a name. Before the close of the year their views became more extensive, and on the 28th of December rules for the organization of the Society were ratified and signed, when they assumed the name of a library society, and made arrangements for the acquisition of books as well as pamphlets."¹

The society became popular, and before the close of the year 1750 numbered more than one hundred and sixty members. The society had some difficulty in obtaining a charter, very probably, we think, because the Colonial Legislature had, as we have seen, of itself undertaken the matter of a Provincial library; but, however that may be, the present Charleston Library Society was incorporated in 1755.

Josiah Quincy, in his journal, writes:

"March 9th (1773). Spent all the morning in viewing the public library, State-house, public offices, &c. Was accompanied by Messrs. Pinckney and Rutledge, two young gentlemen lately from the Temple, where they took the degree of barrister-at-law. The public library is a handsome, square, spacious room, containing a large collection of very valuable books, prints, globes," etc.²

It will be observed that Dr. Ramsay says that the library, for securing which the act of 1700 was passed, "*had been already formed.*" Now, the establishment of the colony of South Carolina was only in 1670; it was, therefore, before thirty years had passed that the settlers of this Province made their first effort to establish a library, and that at a time when there were but fifty-five hundred people in the colony, besides Indians and negroes, and in doing so they were encouraged by public acts and private donations. Massachusetts boasts that the library of Harvard is the oldest in the country, having been commenced in 1633. The colony of Massachusetts was established about 1620. Measured, therefore, by the time of the settlement of the two colonies, the Provincial Library of South Carolina was not much later in the history of our colony than that of Harvard was in the history of Massachusetts; and if a comparison be made as to the extent of the two libraries, that of Charleston will not suffer. It is remarkable that within a few years both libraries were destroyed by fire. That of Harvard was burnt on the 24th January, 1764, and it then contained five thousand volumes.³ The Charleston Library was burnt 17th January, 1773, and it then contained between six thousand and seven thousand volumes.⁴ But the library of Harvard was not in any sense a public library. It was the library of an educational institution. It was commenced by a devise by the Rev. John Harvard of his library to the Wilderness Seminary.

We had something of the same kind in this colony as early as 1755. The Winyaw Indigo Society, which we have already mentioned, though not incorporated until 1756, was formed about the year 1740 by the planters of Georgetown District, and was originally a social club which met once a month to discuss the latest news from London and the culture of indigo, the staple product of the country. The initiation fees and annual subscriptions of the members were paid in indigo, and as the expenses

¹ See also Shecut's Essays; Sims's History of South Carolina, p. 146.

² Memoir Josiah Quincy, p. 103.

³ History of Harvard College, by Josiah Quincy. Vol. II, Appendix X.

⁴ Ramsay's History of South Carolina, Vol. II, p. 379, note.

were light, there had accumulated in 1753 a sum which seemed to require some special application. The president of the society proposed that the surplus fund should be devoted to the establishment of an independent charity school for the poor, and out of this proposition sprung the establishment of the school of which we have spoken, and the accumulation of a valuable library, which was added to and maintained until destroyed or carried away by the Federal troops on the occupation of Georgetown during the late War.¹

Dr. Howe tells of the "Dorchester and Beech Hill Alphabet Society," which was another attempt at formation of a library society as early as 1752.²

V.—OTHER EVIDENCES OF EDUCATION AND CULTURE.

We have shown that during the time in which Mr. McMaster has so unwarrantably asserted that education was wholly neglected, our people were founding schools, building school-houses, employing teachers learned in the languages, and assistants ready at accounts, and paying them out of the public treasury; that they were printing newspapers far in excess even of Massachusetts; that they were establishing public libraries even before Franklin founded that in Philadelphia. But there are still other evidences of the education and culture of our people during the period of our alleged ignorance.

In a paper prepared by J. M. Toner, M. D., founder of the Toner Lectures in Washington, and published by the Government at the instance of General Eaton, Commissioner of Education, in 1874, Dr. Toner says:³

"The Carolinas, from a comparatively early period, furnished numerous valuable contributions to the literature of medicine and natural history, *and for some years led all the States in the study of the natural sciences*."⁴

"As early as 1738, Doctors Maubray, surgeon in the British navy, and Kirkpatrick, introduced and conducted successfully general inoculation at Charleston. The practice was at various times resorted to subsequently.

"John Lining, a native of Scotland, who settled in Charleston in 1730, was an accomplished physician, and published in 1743, *Observations on the Weather of Charleston*, and later, *An Account of the Excretions of the Human Body*. In 1753 he published, in the second volume of the *Medical Observations and Inquiries*, p. 370, 'A Description of the American Yellow Fever.' He died in 1760, aged fifty-two years.

"Dr. William Bull was the first native South Carolina physician of note, *and the first American who received the degree of M. D.* This was granted at Leyden in 1734, his thesis being on '*Colica Pictorium*.' He died July 4, 1791, aged eighty-two.

"Lionel Chalmers, a native of Scotland and a well-educated physician, settled in Charleston prior to 1740. In 1754 he published an essay on *Opisthotonos and Tetanus*, and in 1768 an article on fevers, in which he adopted the '*spasmodic theory*.' In 1776 he published a work in two volumes on the *Weather and Diseases of South Carolina*. He died in the year 1777, at the age of sixty-two.

"Dr. John Moultrie was the next South Carolinian who received the degree of M. D., which was granted in 1749 from Edinburgh. His thesis was '*De Febra Flava*.'

"For the ten years intervening between 1768 and 1778, there were ten natives of South Carolina who received the degree of doctor of medicine at Edinburgh. * * *

"Alexander Gardner, a native of Edinburgh, settled in Charleston in 1750. In 1754 he wrote a description of a new plant—*Gardenia*⁵—which is published in the first volume of *Medical Observations and Inquiries*, p. 1. In 1764 he published an account

¹ See Scudder's paper on *Public Libraries a Hundred Years Ago*, and Ramsay's *History of South Carolina*, Vol. II, p. 363.

² Howe's *History of the Presbyterian Church*, p. 269.

³ Contributions to the *Annals of Medical Progress and Medical Education in the United States Before and During the War of Independence*, by Joseph Toner, M. D., p. 61.

⁴ We may add that from that time to this South Carolina has never been without a naturalist of established reputation in the scientific world.

⁵ So named in his honor by Linnæus, with whom Dr. Gardner corresponded in Latin.

of the *Spigelia Marylandica*, or Carolina pink-root, and in 1772 a second and enlarged edition of the paper in the Philosophical Transactions. He died in London in 1792, aged sixty-four."

To these we may add Dr. Thomas Walter, a native of England, who settled on a plantation on the banks of the Santee, and who published in 1788 botanical essays—*Flora Caroliniana, secundum Systema Linnæi*, etc.

Our people, who we are told were without education or culture, were building churches, one of which (St. Philip's, built in 1723), Edmund Burke described as "spacious, and executed in a very handsome taste, exceeding everything of that kind which we have in America;"¹ and the steeple of another (St. Michael's, built in 1756), is to-day celebrated for the beauty of its proportions. They were adorning their spacious mansions² with original paintings of the masters, with life portraits of their families by Sir Joshua Reynolds, Allan Ramsay, Zoffany, Romney, Gainsborough, Copley, and Stuart.³ Dr. Ramsay tells us that great attention also was paid to music,

¹ Dalcho's Church History, quoting "Account of European Settlements in America" (Burke), Vol. II, p. 255.

² Memoir of Josiah Quincy, p. 100: "March 8 (1773). Dined with a large company at Miles Brewton, Esq's, a gentleman of very large fortune; a most superb house, said to cost him eight thousand pounds sterling." The residence of the late William Bull Pringle. This house was made the headquarters of Lord Cornwallis during the Revolution, and by the Federal Army during the late War.

³ I am indebted to the following communication from Gabriel E. Manigault, M. D., president of the Carolina Art Association, for a list of the paintings of the masters which were to be found in the Carolina homes in colonial times.

E. McC., JR.

CHARLESTON, S. C., June 22, 1883.

General EDWARD MCCREADY:

MY DEAR SIR: In compliance with your request I have prepared for you a list of the London artists who were employed by various persons from South Carolina, who were in England during the last century for educational and other purposes, to paint their portraits. This list contains the names of such noted painters as Allan Ramsay, Zoffany, Sir Joshua Reynolds, Benjamin West, Copley, Gainsborough, and Gilbert Stuart, while the latter was living in London; and they are a striking evidence of the amount of culture attained by our people during the colonial period, and in the years immediately following the Revolution, when the effects of English education were still perceptible among the well-to-do classes.

It is needless to say that the above-mentioned names are those of the most distinguished English painters of the latter half of the Eighteenth Century, and, what is more remarkable, is that, with one exception, the paintings themselves have all passed unharmed though the devastation of the late War, and are more than ever prized by their present owners.

The list is as follows:

ALLAN RAMSAY, COURT PAINTER, LONDON, 1715—1784.

1. Portrait of Mr. Peter Manigault, afterward Speaker of the Commons House of Assembly of South Carolina. London, 1751. Owned by the heirs of the late C. Manigault.

2. Portrait of Mr. John Deas. London, 1754. Owned by Mr. Henry Deas Lowndes, Charleston, S. C.

ZOFFANY, LONDON, 1733—1788.

1. Portrait of Mr. Ralph Izard, afterward Commissioner to Tuscany during the Revolution, member of the Continental Congress, and one of the first two Senators from South Carolina. Painted about 1763. Owned in Charleston by the heirs of the late C. Manigault.

SIR JOSHUA REYNOLDS, LONDON, 1723—1792.

1. Portrait of Mr. Miles Brewton, painted in London shortly before 1776, and owned in Charleston by the family of the late William Bull Pringle.

BENJAMIN WEST, LONDON, 1738—1820.

1. Portrait of Mr. Arthur Middleton, with wife and infant child. This gentleman was afterward one of the signers of the Declaration of Independence. Painted in London between 1773 and 1785. Owned by Mrs. J. Francis Fisher, of Philadelphia, one of his descendants.

2. Portrait of Mr. Thomas Middleton, brother of the above. Painted in London at about the same time. Owned by Mr. N. Russel Middleton, Charleston.

3. Portrait of Mr. Ralph Izard, above-mentioned. Painted in London, before the Revolution. Owned by Mr. Walter Izard, of Virginia, a descendant.

ROMNEY, LONDON, 1734—1802.

1. Portrait of Mrs. Roger Smith. London, 1786. Mrs. Smith was a sister of John Rutledge, of South Carolina, commonly known as Dictator Rutledge. Owned by Mrs. Frederick A. Porcher, of Charleston, one of her descendants.

GAINSBOROUGH, LONDON, 1727—1788.

1. Portrait of Mrs. Ralph Izard, wife of the above. Painted before the Revolution. Owned by Dr. Robert Watts, 49 West Thirty-sixth Street, New York, one of her descendants.

COPLEY, LONDON, 1776—1815.

1. Portraits of Mr. and Mrs. Ralph Izard, same as above. Painted in Rome, Italy, 1774, while they

and that many arrived at distinguished eminence in its science. To encourage this science a society was formed and incorporated in 1784, which exists to-day as a social organization of the highest standing. The occasion and purposes of its incorporation are thus stated in the preamble to the act:

"Whereas, Several persons, inhabitants of this State, have associated themselves together, and by voluntary contributions have raised a considerable fund, which is now out at interest on bonds, and collected a number of musical instruments, books, and other property, with the laudable intention of encouraging the liberal science of music, and are desirous of having the said society incorporated, thereby to put them on a more solid and lasting foundation than they could by their voluntary subscriptions only," etc.¹

Mr. McMaster tells how, before the First Congress had met, the demand had arisen that the Federal Government should restrain commerce with Great Britain; should restrain importation and encourage manufactures; and how that in every great city, from Boston to Baltimore, societies for the encouragement of manufactures had sprung up since the war and were flourishing; but he does not consider it worthy of notice to mention that the people of South Carolina were at the same time forming societies for the scientific culture of rice and indigo, and for the enlightened advancement in agriculture in reclaiming their swamp lands.²

But why go on rehearsing and arguing? What boots it that the people of South Carolina were the first on this continent to attempt a public library; that they were before Massachusetts even in establishing free schools; that prior to the Revolution

and the artist were spending the winter in that city. Owned in Charleston by the heirs of the late C. Manigault.

2 and 3. Portraits of Lodi Campbell and wife, the last Royal Governor of South Carolina. Painted before the Revolution, probably in Boston. Owned by Mr. D. Lynch Pringle, Georgetown, S. C.

4, 5, and 6. Three portraits of members of the Holmes family in Charleston. Painted in Boston before the Revolution. Owned by Miss R. T. Holmes.

GILBERT STUART, LONDON.

Portrait of Mr. Gabriel Manigault. London, 1779. Owned by Mrs. H. H. Manigault, and temporarily located at residence of Mr. Elliott Zoboroffski, Westchester County, New York.

Portrait of Mr. Joseph Manigault, brother of the above. London, 1781. Owned by family of the late H. M. Manigault.

There was a seventh portrait by Copley—that of Henry Laurens, president of the Continental Congress. Painted in London in 1782. It was destroyed by fire in Charleston in 1861. It was owned by the late John Laurens.

I have been careful to exclude from this list any portraits about which there seems to be any doubt, and consider those enumerated as perfectly authentic. I will add that several of them are quite large paintings and of distinguished merit, especially the first one by Copley, and the Romney.

During the flourishing period of miniature painting, at the close of the last century and commencement of the present, many artists in that line found it to their advantage to visit Charleston during several successive years. Notably among these was Malbone, of Newport, R. I. without exception the most distinguished of all the American miniature painters. At a recent loan exhibition of his portraits, as well as those of others, held in Charleston during the month of April, 1883, there were exhibited so many by him as to be a matter of surprise, and their excellence may be considered proof that his great ability was fully appreciated by those who employed him.

I am glad to be able to give you this information concerning the tastes of our people in by-gone years, for the evidence it affords is undeniable, which is that, after having become by their own efforts reasonably prosperous, they were not content with the mere possession of wealth, but sought in every way that was open to them to improve through its agency the condition of themselves and of their children.

I remain, faithfully, yours,

G. E. MANIGAULT.

¹ Memoir of Josiah Quincy, p. 97; "March 2 (1773). This day I was visited by several gentlemen to whom yesterday I had delivered letters. Received a ticket from David Deas, Esq., for the St. Cecilia concert, and now quit my journal to go.

"March 3d. The concert-house is a large, inelegant building, situated down a yard, at the entrance of which I was met by a constable with his staff. I offered him my ticket, which was subscribed by the name of the party giving it, and directing admission of me by name. The officer told me to proceed; I did, and was next met by a white waiter who directed me to a third, to whom I delivered my ticket and was conducted in. The music was good—the two base viols and French horns were grand. One Abercrombie, a Frenchman, just arrived, played the first violin, and a solo incomparably better than any I ever heard. He cannot speak a word of English, and has a salary of five hundred guineas a year from the St. Cecilia Society. There were upward of two hundred and fifty ladies present, and it was called no great number," etc.

² Winaw Indigo Society, 1755, and Agricultural Society of South Carolina; Statutes at Large, Vol. VIII, p. 157.

they maintained, in proportion to the population, more newspapers than New England, and more than Massachusetts? What matters it that South Carolina led all the States in the study of natural sciences, and, to this day, has never been without her recognized naturalist; what that by patient toil and careful scientific study her people converted swamps and marshes into golden rice fields, and spread the seed and culture of cotton from the Atlantic beyond the Mississippi, improving that of her sea islands until it has "surpassed all other description of cotton in the length, strength, and beauty of its staple?" What difference does it make that they found time to cultivate the muses while draining their swamps, and brought home with them from London and Italy paintings which would have been prized in the oldest cities in Europe? What that they sent to the councils of their country sons whom they had educated at home and abroad for the public service?

How did it happen that eight out of the thirteen of the Presidents elected were from the South, and that five of them were elected twice; the South thus holding the office for nearly two-thirds of the time? How did it happen that more than half the Judges of the Supreme Court and three of the five Chief Justices were from the South? How did it happen that Marshall and Taney were the moulders of the system of jurisprudence of the United States? War is a science. How was it then that the uneducated people in the Revolution, in the War of 1812, and in the Mexican War, furnished many of the generals that led our armies to victory? How was it that of the great triumvirate, Webster, Clay, and Calhoun, two were Southerners?

For South Carolina herself this is what Dr. Ramsay, when he wrote (1808), added in a note to his chapter on her literary history:

"South Carolina has furnished to the United States two Presidents of the Revolutionary Congress; a Chief-Justice and an Associate Judge of the Supreme Court; six diplomatic characters; a Comptroller and Treasurer; three general officers for the Revolutionary army; a major-general for the army of 1798, and a brigadier-general for the army of 1808. In addition to this, the vote of the State in 1800 might have elevated one of its citizens either to the Presidency or Vice-Presidency. With the exception of Virginia, no State in the Union has obtained a greater or even an equal proportion of national honors. *This was in some degree the consequence of the attention paid by the earlier settlers of Carolina to the liberal education of their children.*"

And yet this is the author to whom Mr. McMaster refers as his authority for the assertion that in the Southern States education was almost wholly neglected, but nowhere to such an extent as in South Carolina.

APPENDIX III.

RULES OF THE MOUNT SION SOCIETY,

ESTABLISHED AT CHARLESTON, IN SOUTH CAROLINA, JANUARY 29, 1777, AND INCORPORATED BY AN ACT OF THE GENERAL ASSEMBLY OF THE SAID STATE FEBRUARY 13, 1777. TO WHICH IS PREFIXED THE ACT FOR ITS INCORPORATION.¹

[This society was founded to establish and support a public school in the district of Camden, for the education and instruction of youth, etc. It is not only interesting as showing the public interest in this city for free schools, but valuable as giving the names of over four-hundred residents of that date, largely citizens of Charleston.]

THE ACT OF INCORPORATION.

SOUTH-CAROLINA.

At a GENERAL ASSEMBLY, begun and holden at *Charlestown*, on Friday the Sixth Day of December, in the year of our Lord One Thousand Seven Hundred and Seventy-Six, and from thence continued, by divers Adjournments to the Thirteenth Day of February, in the year of our Lord One Thousand Seven Hundred and Seventy-Seven.

AN ACT FOR INCORPORATING A SOCIETY, COMMONLY CALLED THE MOUNT SION SOCIETY.

WHEREAS, several of the Inhabitants of this State have associated themselves together, under the Name of the *Mount Sion Society*, for the Purpose of founding, endowing, and supporting a Public School in the district of Camden, for the Education and Instruction of youth, and have made humble Application to the General Assembly of this State, to be incorporated as a Body Politic, and to be invested with such Power and Authorities as may be most conducive to answer and further the good Intentions of the said Association:

BE IT ENACTED by his Excellency *JOHN RUTLEDGE*, Esquire, President and Commander in Chief in and over the State of South-Carolina, by the Honourable the Legislative Council and General Assembly of the said State, and by the authority of the same, that *John Hynn*, Esquire, the President of the said Society, and, *Robert Ellison* and *William Strother*, Esquires, the Present Wardens, and the several Persons who now are, or shall hereafter be, Members of that Society, in this State commonly called the *Mount Sion Society*, and by that Name shall have perpetual Succession of Officers and Members, and a Common Seal, with Power to change, alter, break, and make new the same, as often as they shall judge expedient, and they and their Successors shall be able and capable in Law, to purchase, have, hold, receive, enjoy, possess, and re-

¹ Reprinted from a rare copy of the original Pamphlet in the library of the Honorable Wm. A. Courtenay, of Charleston, S. C., which was kindly furnished by him — N. H. R. D.

tain to them and their Successors, in Perpetuity, or for any Term of Years, any Estate or Estates, real and personal, Messuages, Lands, Tenements, or Hereditaments, of what Kind or Nature soever, not exceeding in the whole *Three Thousand Dollars Per Annum*, and to sell, alien, exchange, demise, or lease the same, or any Part thereof, as they shall think proper, and by the same Name to sue and be sued, implead and be impleaded, answer and be answered unto, in any Court of Law or Equity in this State: and to make such Rules and Bye-Laws, not repugnant and contrary to the Laws of the Land, for the Benefit and Advantage of the said Corporation, and for the Order, Rule and good Government and Management of the said School, and for the Masters, Teachers, and Scholars thereof, as shall be from Time to Time agreed to by the Majority of the Members of the said Society.

AND BE IT FURTHER ENACTED by the Authority aforesaid, That it shall and may be lawful for the Corporation hereby erected, to take and hold to them and their Successors for ever, any charitable Donations or Devises of Lands and Personal Estate, not exceeding in the whole the above mentioned Sum of *Three Thousand Dollars per Annum*, and to appropriate the same to the endowing and supporting the said School, and to the Maintenance and Education of such poor and helpless Orphans and indigent Children as they shall judge proper Objects of the Charity hereby intended; And to appoint and choose, and at their Pleasure to displace, remove, and supply such Officers, School-Masters, Teachers, and Servants, and other Persons to be employed for the above purposes, or other Affairs of the said Society, and to appoint such Salaries, Perquisites, or other Rewards for their Labour or Service therein, as the said Society shall from Time to Time approve of and think fit.

AND BE IT FURTHER ENACTED by the Authority aforesaid, That this Act shall and may be given in Evidence on the Trial of any Issue or Cause, in any Court of Law or Equity without special Pleading.

JOHN MATTHEWS,

Speaker of the General Assembly.

HUGH RUTLEDGE,

Speaker of the Legislative Council.

In the Council Chamber, the 13th Day of February, 1777.

Assented to,

JOHN RUTLEDGE.

PREAMBLE.

ISAIAH, Chap. LX, ver. 1, and Chap. LXI, ver. 3.

Arise, shine, for thy Light is come, and the Glory of the Lord is risen upon thee, — to appoint unto them that mourn in Sion, to give unto them Beauty for Ashes; the Oil of Joy for Mourning; the Garment of Praise for the Spirit of Heaviness; that they might be called the Trees of Righteousness, the Planting of the Lord, that he might be glorified!

When we cast our eyes around, and behold a rising generation, the greatest part thereof must live in ignorance, on account of there being no place of instruction near them, where they can be properly educated: Also, when we behold the orphan left forlorn, and the children of indigent parents, growing up more like a race of savages than Christians, becoming thereby useless to their country, to society, and themselves; we cannot help being sensible of those tender feelings which the Divine Being hath impressed on our natures, as a spur to prompt us to lend a helping hand to succour and assist the destitute.

If men will look into their own bosoms, and consider the generous seeds which are there planted, that might, if rightly cultivated, ennoble their lives, and make their virtue venerable to futurity, surely they cannot, without tears, reflect on the many fine geniuses, in the remote parts of this State, who are entirely buried in oblivion, through lack of education.

Our country calls, nay the voice of reason cries aloud to us, to promote knowledge as the firmest cement of a state; and conscience insists that it is our indispensable duty to instruct the ignorant in the Principles of Christianity: The more efficaciously to do which,—

WE, whose names are annexed herennto, have cheerfully entered into a Society, at Charlestown, in South-Carolina, the Ninth Day of January, Anno Domini One Thousand Seven Hundred and Seventy-Seven, and have agreed to the following Rules and Regulations for the good government of the same:

RULES OF THE MOUNT SION SOCIETY.

ARTICLE I. This Society shall be known by the Name of THE MOUNT SION SOCIETY, and shall consist of an unlimited number of Members, not cease to be while there remain Five.

II. This Society shall have four General Meetings in the year, to wit, on the last Friday in every February, which shall be the Society's Anniversary; and on the last Friday in May, August and November, which shall be termed Quarterly Meetings: There shall be also Weekly Meetings, on every Friday throughout the year; which shall be held from the last Friday in February, to the last Friday in August, from Seven o'clock in the Evening till Ten: and from the last Friday in August to the last Friday in February, from Six o'clock in the Evening till Nine.

III. At every Anniversary Meeting the Members met, shall, by a majority of votes, elect by ballot, a President, Senior and Junior Wardens, Treasurer, and Secretary, for the ensuing year: Whoever shall be so elected, and refuses to act, he or they so refusing, or not serving the full term of one year, shall forfeit the sum of *fourteen shillings* sterling, each. And in case of the death, resignation, refusal to serve, or removal from the State, of any officer within the year, another person shall be chosen for the remaining part of the year, who shall be liable to the same forfeiture, on not serving, or refusing to serve the full term for which he was elected.

IV. At the Anniversary and Quarterly Meetings, two Stewards shall be chosen, who shall attend every Meeting of the Society, and whose business shall be to order a certain quantity of liquor for each respective Meeting; and to do any other business relating to the Society, which may be required of them by the President, for the time being. Their time in office shall be only three months, and fine for not serving, *six shillings* sterling.

V. That every officer may attend duly to the duties of the Society, the following fines shall be paid by absentees, viz. The President, *two dollars*, the Senior Warden, *seven shillings* sterling, the Junior Warden, *six shillings* sterling, the Treasurer, *one dollar*, Secretary, *three shillings and six pence* sterling, the Stewards, *three shillings* sterling each; unless the absentee makes such excuse at the next Meeting, as shall be satisfactory to a majority of the Members then present.

VI. The Society shall not be considered as opened, until the minutes of the preceding meeting are read—Nor closed till after the reading of the minutes of the then present evening.

VII. The President, assisted by the Wardens, shall preserve due order and decorum; and at the request of the other Governors, and with the assent of the Society, shall issue orders on the Treasurer for monies; shall declare elections, appoint committees; and cause a peaceable and inoffensive behaviour to be observed by all the Members at their respective Meetings; and when he gives the signal for attention, every Member must observe it, and take his seat, under the penalty of *three shillings* sterling.—He shall quash all disputes respecting State matters or Religion: Any person who persists in a debate of that kind, or behaves indecently, after being admonished by him, shall be subject to any fine the Society shall inflict, not exceeding *fourteen pounds* sterling: if any person after he shall be thus sentenced to be fined, continues to disturb the peace and harmony of the Meeting, on that or any other account, the President shall

command him to quit the Room, and on his refusing to comply therewith, and not making a proper concession for his offensive behaviour, at the next succeeding Meeting, he shall be expelled the Society.

The President shall also, at the request of a majority of the Members present, at any regular Meeting, sue for any monies that shall be due the Society: and execute all other matters and things which shall be thought by the Society to appertain to his office.

VIII. The Senior Warden shall officiate in the President's absence, and the Junior Warden in the absence of the President and Senior Warden. But in case the President and both the Wardens should be absent, the Members present may proceed to ballot for temporary officers, who as soon as elected, shall have power to transact business for that night, provided thirteen Members are present; without which number no meeting shall be considered perfect, or capable of doing business.

IX. Any person elected into the office of President, Senior or Junior Warden, Treasurer, or Secretary, and having punctually, regularly and faithfully served the time appointed by these rules and regulations, shall not be liable (unless with his own consent) to serve in the same or any inferior office the succeeding year.

X. Once in three years, there shall be also chosen, by ballot, by a majority of Members present, at an Anniversary Meeting, Thirteen Governors or Directors, from the Society at large; Seven of whom shall reside in the country, and the other six shall be inhabitants of Charlestown; who shall have the entire direction and management of the buildings, the appointment of House-keepers and other necessary attendants; together with the power of fixing their respective salaries, and drawing on the Treasurer for monies, with the consent of the Society.

They shall likewise have authority to agree with the parents or guardians of children, who shall be sent to the school as boarders or scholars, and not on the charity. All monies resulting therefrom must be paid by them into the hands of the Treasurer, for the use of the General Fund.

Any person chosen a Governor or Director, who shall refuse to serve, shall forfeit *three pounds* sterling.—The appointment shall be for three years.

XI. Any person desirous of becoming a Member of this Society, must apply by letter, directed to the President, Warden and Members, which application the Secretary shall enter on the minutes, and it shall lie over until the next meeting (unless from a person residing in the country, who may be balloted for immediately) and if two-thirds of the Members present are for the candidate, he shall be admitted, on paying into the hands of the Treasurer *one pound seventeen shillings and four pence* sterling; but if rejected, he shall not be eligible to be balloted for again, until the full end and term of one year.

XII. The Secretary shall from time to time provide books at the Society's charge; in one of which he shall enter all the rules, that now or hereafter may be agreed upon, together with the names of the members, and the times of their admission. He shall likewise keep regular minutes of the transactions at each Meeting, with the names of the Members present; as also, a fair and regular account of entrance money, fines, forfeitures, donations, receipts and disbursements of every kind whatsoever; likewise, a file of all letters and copies of letters.—Every other article and expence (besides books) which the Society shall think useful or necessary, shall be paid out of the General Fund.

XIII. The Treasurer shall also provide a proper book, in which he shall enter all monies received or disbursed; and keep a true state of the fund of the Society. He likewise, as soon as elected, shall give bond with security to the Society, for double the sum or value of the monies, bonds and other securities then delivered into his hands; with condition to be accountable for, and deliver the same, together with all other monies or effects belonging to the Society, that may come into his hands during his Treasurership (fire and other inevitable accidents excepted) to the next succeeding Treasurer, or to the order of the Governors and the Society, when required by a ma-

majority of the Members at a regular Meeting; which bond shall be kept by the President, after being recorded in the Secretary's office.

All bonds and other securities for money shall be taken in the name of, and made payable to, the MOUNT SION SOCIETY. No monies belonging to this Society shall be let out at interest by the Treasurer, but with the consent of the President, Senior and Junior Wardens and Secretary: And no member of this Society shall be permitted to borrow any money belonging to the Society, or be security for any other borrower of the same.

XIV. Every Member who shall be appointed on any committee, and neglects to attend at the time and place appointed for the meeting thereof, and at the time and place to which the said committee may be adjourned, such Member or Members, so neglecting to attend, shall pay a fine of *two dollars*, unless he or they shall make a satisfactory excuse to the Society.

XV. In order to increase the fund of this Society, every Member shall pay the sum of *five shillings* sterling on every Anniversary and Quarterly Meeting—Any person neglecting to contribute such annual and quarterly sums for the space of one year, the Secretary shall publicly read his name with the sum due by him, the next regular meeting after the year is expired, and if the same is not paid to the Treasurer, before the next regular Meeting, he shall be excluded. But it is provided, that any person who has been so excluded, and shall again incline to become a Member, upon being balloted for, and if admitted, shall, on paying into the hands of the Treasurer, all the ordinary sums which shall remain due at the time of his exclusion, and until his application for re-admission, be then entitled to the same benefit which he otherwise would have enjoyed before his breach of this rule.

XVI. All fines and forfeitures of what kind soever, arising by virtue of the rules and orders of this Society, as also all gifts and legacies by any of the Members, or any other person; and all monies accruing to the society, in any other way whatever, shall be appropriated to the general fund.—Likewise the names of benefactors shall be inserted in a book provided for that purpose; and proper letters of thanks shall be drawn up by the Secretary for any donations received, to be approved by the Society.

XVII. All schoolmasters and teachers are to be appointed by the Society at large, and are not to be discharged on any account, or for any cause, before complaint shall be made, heard, and adjudged to be important and well founded, by the Society, at some Annual or Quarterly Meeting—No person shall be eligible to be a tutor in this Society's school, unless he be of Protestant Religion.

XVIII. The Anniversary and Quarterly Meetings shall be the only time for the admittance of children on the Charity, into the School; which after the Governors have given six weeks' public notice in the Gazettes of this State, informing what number their fund is able or can afford to provide for, shall be performed in the following manner, viz. The children of such indigent Members of this Society, as have been Members for the space of five years shall have the preference—The poor orphan shall be next noticed; then the child of an indigent widow or widower; and lastly, the children of such poor parents as the Society shall deem worthy of their bounty.

If the parents of the children are able to find cloaths for them, then the Society will find them in board and education; or if the parents of such children live near the school, and are able to board themselves, then the Society will find them in cloaths and education. But if the children be orphans, or their parents in very indigent circumstances, the Society will then find them in cloaths, boarding and education, until they are of a proper age to be put to some trade or profession.—No child whatever shall be admitted who is not above the age of five years.

The names of all children who are candidates for admission, are to be made known to the Society three weeks before the Anniversary; and the Governors shall make strict enquiry whether they are proper objects of charity or not, and report accordingly. Such of the children as the Society, on the consideration of the report, shall

adjudge to be proper objects, shall be admitted on the charity. But notwithstanding such admission, if the Society shall afterwards find they were deceived, they shall make such order on the matter as to them shall appear just.

XIX. If any Member should die in such low circumstances, that he cannot out of his estate or effects be decently interred, the President and Wardens shall have power to order all things necessary for his funeral, and the expence shall be paid out of the fund of the Society. In case of the death of any Member in town, the rest of the Members, if regularly invited by the person appointed to invite them shall attend the funeral on the forfeiture of *one shilling* sterling each unless a sufficient excuse is made at the next Meeting; and the Secretary if called upon, shall furnish a list of the Members to the person authorized by the friends of the deceased to invite.

XX. The expence of the Society, at each of their respective Meetings, shall be defrayed by the Town Members, whether present or absent in an equal proportion; which shall not exceed the sum of *one dollar* per Member, at each Annual and Quarterly Meeting, exclusive of *four pence* sterling at each of the Weekly ones throughout the year. The Country Members are to pay the same ratio also, whenever they attend any of the said Meetings.—The President and Wardens shall have power to order, or agree for the entertainment of the Society, at each Anniversary and Quarterly Day, not exceeding the aforesaid sums. Any Member giving one week's notice to the Secretary, of his intention of not attending, shall be excused his fine on the Quarterly Meetings.

XXI. None of the foregoing Rules shall be repealed, nor any new ones made until the same has been proposed and delivered in writing, and undergone three separate readings, at three distinct Meetings, one of which must be a General Meeting, at each of which Meetings, it must have met with the approbation of a majority of the Members then present. All questions in this Society shall be determined by a majority of hands; or by ballot, if any two Members require it, and if the votes are equal, the President shall have the casting vote.

XXII. That no Member be permitted to speak more than twice to one subject, unless with consent of a majority to explain himself. If at any time doubts should arise concerning the meaning of either of these Rules, the same shall be adjusted and determined by a majority of the Members present at any General Meeting of the Society.

XXIII. Committees (if thought necessary) shall, on application, be permitted to be formed by any five gentlemen, Members of the Society, who reside in the Country. The business of said Committees, which are to be titled from their local situations, shall be, to admit Members into the Society, and receive such donations, gifts, or legacies, as shall from time to time be bestowed or bequeathed to this Society; likewise to collect all annual and quarterly contributions which shall become due from the Members residing in or about their respective neighborhoods, and to do all other business that shall be required of them by the Society. They are also to make proper returns to the Society, at the Annual and Quarterly Meetings, of their proceedings; the names of Members, with the times of their admission, and the sums they have received, so that they may be regularly entered upon the books of the Society. Whoever are appointed officers and refuse to serve, shall pay a fine of *fourteen shillings* sterling, and the Committee shall appoint others, who in like case lie under the same penalty.

XXIV. The Chairman of County Committees shall be appointed annually, and shall have power to make bye-laws for their own government, but no power to alter or amend these Rules, or to dispose of any monies they may receive for the fund, without first obtaining leave from the Society, unless in case of the death of a Member in indigent circumstances; then the Chairman and Members present, shall have full power and authority to act agreeably to Rule the nineteenth: And these Rules shall be binding and in force with all Committees.

A LIST OF THE MEMBERS OF THE MOUNT SION SOCIETY, COMMENCING JANUARY 9, 1777.

A.

Adams, Francis	Jan. 9, 1777.
Austen, Rob.	Feb. 11.
d Armstrong, John	June 6.
Allston, John	Nov. 27.
Arthur, William	
Atwell, Ichabod	Ap. 10, '78.
Adams, Samuel	Oct. 9.
Adair, William	Dec. 18.
Alexander, Alex.	May 7, '79.
Abrahams, Ema.	Feb. 25, '80.

B.

d Buchanan, Robt	Jan. 9, 1777.
Buchanan, John	Jan. 11.
Brown, Joseph	Jan. 19.
Brown, Wm., Sen	Jan. 30.
Brickin, James	Feb. 17.
d Boden, Nicholas	Feb. 17.
Boyd, William	April 1.
Brown, James	Nov. 27.
Beard, Jonas	
Boyse, Alexander	May 16.
Barnes, James	June 21.
Bremar, Francis	Feb. 13, '78.
Baker, Jesse	Feb. 13.
Baker, Francis	May 8.
Baker, Benjamin	May 28.
Breed, T. David	May 29.
Brown, Richard	Aug. 14.
Bruce, Robert	Sept. 24.
d Bower, William	Oct. 16.
Bochonneau, Cha	Oct. 13.
Blacklock, Wm	Oct. 23.
Burt, William	Nov. 18.
Brown, William	Jan. 22, '79.
d Benson, William	Feb. 12.
Bradwell, Isaac	Feb. 19.
Buckmaster, Rd	Mar. 12.
Brower, Jerm	Mar. 26.
Bennett, John	April 16.
Bryan, Jo	May 28.
Bury, John	June 25.
d Bell, Daniel	July 23.
Baddley, John	Aug. 13.
Bentham, James	Jan. 21, '80.
Burger, David	
Bocquet, Peter	
Bommer, Jacob	Feb. 4.
Baker, Thomas	May 23, '83.
Burke, Aedanus	Mar. 5, '84.
Bull, William	Mar. 19.
Bull, John	April 9.
Blake, John	April 16, '84.
Belin, Allard	
Bay, John	June 25.
Bayly, Peter	July 30.
Buyk, Augustinus	Aug. 27.
Bourke, Thomas	Sept. 3.
Baker, James	

C.

d Callaghan, John	Feb. 17, 1777.
Crawford, Hugh	Feb. 27.
d Clapperton, Al	Mar. 14.
Courley, Robert	Feb. 6, '78.
Colle, James	Mar. 27.
Cumline, John	April 3.
Clarke, Sampson	April 17.
Carson, Archibald	Oct. 16.
Cudworth, Benja	Jan. 1, '79.
Cobia, Francis	Jan. 8.
Chalmers, Gilbert	
Colhoun, J. Ewing	Jan. 22.
Conyers, Clement	Mar. 26.
d Chappelle, John	April 16.
Carter, George	Apr. 23.
Conyers, Peter	July 2.
Childs, Nathan	July 16.
Carmichael, James	July 30.
Cox, John	Aug. 27.
Cannon, Daniel	Jan. 14, '80.
Clancey, William	Jan. 21.
Caldwell, John	Feb. 4.
Clarendon, Smith	Mar. 21, '83.
Cudworth, Nathl	Aug. 1.
Cart, John	Sept. 5.
Cruger, David	Jan. 30, '84.
Cook, James	April 24.
Craig, James	
Coram, Francis	Mar. 5.
Campbell, Edwd	Oct. 8.
Campbell, Laur	Oct. 15.
Campbell, Archd	

D.

Denny, William	Feb. 6, 1777.
d Doggett, Richard	Feb. 13, '78.
Darby, William	Mar. 6.
Dener, George	Mar. 13.
Donnavan, J., Jun	June 12.
Davis, William	Oct. 8.
Davie, William	Dec. 25.
Downes, William	May 21, '79.
Davidson, John	Aug. 13.
Darrington, Tho	Dec. 10.
Doughty, Will	Jan. 21, '80.
Deweese, Will	Jan. 30, '84.
Denoon, David	Oct. 15.

E.

Ellison, Robert	Jan. 9, 1779.
Ellis, Richard	Feb. 27.
Elffe, William	Nov. 26.
Eastlake, Sam	Oct. 29.
Elliot, Thomas	Nov. 26.
Estes, Richard	Dec. 31.
Elliot, Joseph	Feb. 11, '80.
Ellison, John	
Ellison, William	
Evans, David	May '8, '84.

F.

Frew, John	Feb. 13, 1779.
Fagan, James	Feb. 27.
d Florentine, Sim.	Mar. 20.
Ficklin, James	Mar. 20.
Farrar, Field	Apr. 10.
Frazer, John	May 1.
Ford, Benjamin	Aug. 27.
Fell, Thomas	Nov. 19.
Fishbourne, Wm	Dec. 10.
Fields, James	Dec. 31.
Fawson, Francis	Oct. 8, '84.
Ferneau, Andrew	

G.

Gordon, Thomas	Jan. 11, 1777.
Given, William	Jan. 16.
Gray, William	June 13.
Gowen, John	Feb. 20.
Grant, John	Apr. 17.
Graves, James	May 1.
Greely, Joseph	Nov. 13.
Goodwin, Robt	Nov. 27.
Gray, James	
Garret, Thomas	
Godfrey, Benj	Mar. 26, '79.
Green, John	Apr. 23.
Graham, W	May 7.
Gready, James	July 23.
Gilmore, John	Aug. 27.
Gruber, Samuel	Dec. 17.
Gibbes, Wm. Ha	Dec. 24, '79.
Grigg, John	Jan. 21, '80.
Gough, Richard	Feb. 4.
Guerard, Benj	Apr. 4, '83.
Garnier, John	
Gillon, Alex	Dec. 10.
Glaze, John	Mar. 5, '84.
Grant, Hary	Mar. 12.
Geoghegan, Dom	June 25.
Griggs, John	Aug. 13.
George, James	Aug. 27, '84.
Gordon, James	Sept. 17.
Green, Thomas, Sen	
Green, Thomas, Jun	
Goodwin, Francis	

H.

Ham, Richard	Jan. 21, 1777.
Hill, William	Feb. 6.
Hamilton, John	Feb. 17.
Huffman, Wm.	Sept. 5.
Hart, James	Apr. 1.
Hunter, Henry	
Hampton, Henry	Jan. 2, '78.
Henderson, Wm.	Feb. 6.
Hamilton, Thom	
Hampton, Wade	Feb. 13.
Hampton, John	
Hartley, William	Feb. 20.
Hampton, Edward	
Harden, William	Feb. 27.
Hughes, Patrick	April 3.
Hampton, Richd	
d Holliday, Wm	April 24.

Hutchins, W. B.	Oct. 16, 1778.
Horn, Peter	Oct. 23.
Huger, John	April 2, '79.
Holmes, Thomas	May 7.
Hext, William	Dec. 3.
Howard, Robert	Dec. 17.
Harris, Tucker	Jan. 21, '80.
Harris, Thomas	Feb. 7.
Hazzard, William	Feb. 11.
Harrison, Benja	July 1, '83.
Hutson, Richard	July 27.
Harrison, James	Aug. 30.
Hutchison, Jerem	Sept. 23.
Huger, Daniel	Sept. 27.
Huger, Isaac	
Huger, Francis	
Horry, Elias	Mar. 19, '84.
Harrison, Burn	May 17.
Huggins, Benj	May 21.
Hayes, Patrick	June 25.
Harbison, John	Aug. 13.
Hancock, George	
Hopkins, David	
Humphrys, William	
Humphrys, Ralph	

J.

Johnson, John	Mar. 27, 1778.
d Jennings, Joseph	June 5.
Imer, David Lew	Nov. 19.
Jones, Robert	Aug. 27.
Jenkins, Richd	Oct. 8, '84.

K.

Kirkland, Joseph	Jan. 9, 1777.
Kennerly, John	
Knox, Robert	Jan. 25.
Kirkland, William	April 1.
d Knights, John	Mar. 20, '78.
Knights, Samuel	June 5.
Kershaw, William	Sept. 11.
Kershaw, Ely	July 23, '79.
Kingsley, Zeph	Sept. 17.
Kennedy, James	Feb. 11, '80.
Keith, William	May 10.
Kennedy, Alex	Aug. 30, '83.
Kirkland, Francis	Dec. 3.
Keen, Thomas	July 30, '84.
Knights, Christ	Oct. 22.
Knox, James	
Kennedy, John	

L.

Love, Alexander	Jan. 11, 1777.
Lockart, Aaron	April 1.
Lahiffe, John	June 13.
Lining, Thomas	Dec. 19.
Lacey, Joshua	Feb. 6, '78.
Lee, William	May 8.
Lithgow, Robert	Aug. 14.
d Leeson, James	Aug. 21.
Lyall, Robert	Nov. 27.
Laurence, John	Dec. 4.
Lacey, Edward	May 28, '79.
Libby, Nathaniel	Oct. 1.
Laurence, Etsell	Oct. 29.

Lafar, Joseph	Dec. 17, 1779.
Logan, George	Dec. 3.
Logan, Samuel	Jan. 21, '80.
Lining, Charles	Feb. 11.
Logan, George, Jun	April 7.
Lance, Lambert	
Lynab, James	Mar. 28.
Lincoln, James	Mar. 5.
Lewis, Thomas	July 24, '84.

M.

Milling, John	Jan. 9, 1777.
d Milling, David	Jan. 9.
M'Crady, Edwd.	Jan. 11.
M'Keown, Hugh	Feb. 2.
d Meurfet, Peter	Aug. 1.
Moreau, Rev. C. F.	Dec. 19.
M'Kinny, John	Jan. 10, '78.
Milling, Hugh	Feb. 6.
d Mawhenny, W	Feb. 27.
Moone, Patrick	April 3.
Markley, Abrah.	April 24.
M'Kenzie, Alex	Oct. 9.
Miller, George	Oct. 23.
M'Nellage, Alex	Nov. 27, '78.
Moore, James	Jan. 22, '79.
M'Keown, Jas	Jan. 29.
d M'Callough, J	Mar. 5.
Muncreef, John	Mar. 12.
M'Crea, Thos	Mar. 26.
Miller, John D.	April 2.
Morrow, Robt.	July 3.
Mills, William	Dec. 3.
M'Corkell, Sam	Jan. 14, '80.
Montell, Anth.	Jan. 7.
Mitchell, Will	Jan. 21.
Moultrie, W., Jun	Feb. 4.
M'Crae, William	Feb. 11.
Murphy, Will	Mar. 10.
Muncreef, R., Jun	April 3, '83.
Milligan, Jacob	April 18.
Miles, Charles	Sept. 27.
M'Donald, Chas	Jan. 30, '84.
Mitchell, John	June 4.
Moultrie, Alex.	Aug. 20.
Miles, John	Aug. 21.
M'Iver, John, Jun	Oct. 1.
Mickles, Joseph	

N.

Nixon, John B.	June 11, 1779.
Nesbitt, William	Nov. 5.
d Nicholson, Fra.	Feb. 18, '80.
Neilson, James	Mar. 19, '84.

O.

Oliphant, Alex	Aug. 28, 1778.
Owens, William	April 24, '83.
Osborn, Adler	Dec. 12.
O'Hara, Daniel	June 25, '84.
Osborn, Thomas	July 2.
O'Hear, James	Sept. 3.

P.

Pearson, John	June 6, 1777.
Pickens, Andrew	Feb. 20, '78.
Pinckney, Ch. Co.	Feb. 27.

Pearson, James	May 7, 1779.
Potts, James	May 28.
Prow, Peter	June 8.
Potts, John	July 16, '79.
Peak, John	
Peronneau, Henry	Aug. 13.
Parkinson, John	Nov. 26.
Prigleau, Philip	Dec. 3.
Postell, Benjamin	Dec. 10.
Pinckney, Charles	Jan. 21, '80.
Pearce, Abraham	May 8.
Pringle, John J.	Mar. 19, '84.
Pringle, Robert	
Pritchard, Paul	Aug. 20.
Pinckney, Hopeon	
Pringle, Francis	

Q.

Quin, Michael	Jan. 20, 1780.
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R.

d Rutledge, And	Feb. 17, 1777.
Rankin, Willm	Feb. 27.
Rogers, Alexander	April 11.
Robinson, John	Nov. 27.
Redmond, And	Dec. 19.
Richburg, James	Jan. 9, '78.
Rivers, Samuel	Feb. 11.
Roberts, Charles	Mar. 20.
Rivers, William	April 10.
Rout, George	June 12.
Rayford, Philip	June 15.
Rusk, David	Sept. 18.
Risk, Archibald	Jan. 29, '79.
Ralph, John	Feb. 5.
Robinson, Sept.	Feb. 26.
d Righton, John	April 2.
Riddle, William	July 30.
Russel, William	Nov. 19.
Renorson, Geo.	Dec. 17.
Russel, Benjamin	Mar. 29.
Russel, Tho. C.	Mar. 21, '83.
Rose, Alexander	Sept. 3, '84.
Reeves, William	

S.

Strother, William	Jan. 2, 1777.
Strother, Richard	
Sansum, John	June 6.
Stack, Thomas	June 21.
Saunders, John	Aug. 15.
Smith, Nicholas	Oct. 31.
Smith, John	Feb. 6, '78.
Stafford, Arthur	
Strother, William	Feb. 27.
Smith, John Ch	
Singleton, Thos	Feb. 27, '78.
Seymour, Isaac	Aug. 7.
Smith, Thomas	Sept. 18.
Sever, Abraham	Nov. 6.
Stiles, Edward	Dec. 4.
Smith, Peter	Feb. 18, '79.
Smith, James	Mar. 19.
Silthridge, Wm	April 23.
Stedman, James	April 30.
Seymour, Jerem	

Strickland, James	June 18, 1779.	Waller, Benjamin	Feb. 2, 1777.
Smith Alexander	July 23.	Wayne, William	Feb. 11.
Smith, William	Aug. 6.	Wilson, Andrew	Feb. 17.
Smith, Robert	Nov. 28.	Wells, Edgar	Mar. 7.
Sweeney, Dennis	Dec. 3, '79.	Winn, Richard	April 1.
Sullivan, John	Dec. 10.	Wilson, John	June 13.
Singleton, Bracey	Dec. 17.	Winckly, Jerem	Oct. 31.
Sutcliffe, John		Williams, J. G.	Dec. 5.
Swinton, Hugh	Jan. 14, '80.	Woodward, John	Jan. 10, '78.
Stedman, James	Jan. 21.	Wood, James	Feb. 20.
Scott, William	Feb. 11.	Will, Philip	April 3.
Skirving, Charles	Feb. 11.	Wells, Samuel	April 24.
Savage, Richard	Feb. 18.	Wigfall, Joseph	July 24.
Shrewsbury, Step	Mar. 24, '80.	Wigfall, Elias	
Strother, Kemp	May 23, '83.	Wright, James	Nov. 27.
Simmons, Ch. H	Jan. 30, '84.	Williamson, Rob	Dec. 11, '78.
Skirving, Charles	Mar. 12.	Weeler, Benja	Dec. 18.
Skirving, Wm	April 2.	Welsh, Henry	
Simons, Thomas	June 4.	Watts, Josiah	Jan. 15, '79.
Stewart, Thomas		Willman, Christ	Feb. 12.
Simons, Maurice	Sept. 3.	Winchester, Elh	Mar. 12.
Stark, Robert		Weston, Willm	
T.		Way, Robert	July 9.
Taylor, Thomas	Jan. 9, 1777.	Waters, Philem	Aug. 13.
Thompson, And	Jan. 16.	Wetherly, Isaac	Nov. 19.
Taylor, Samuel	May 23.	Williamson, And	Jan. 7, '80.
d Tollman, J. R	Oct. 31.	Weekly, John	
Tharin, Daniel	Jan. 2, '78.	Webb, John	Jan. 21.
Thomas, William	Feb. 6.	Wakefield, Jas	
d Thorne, Phillip		Whitaker, Wm	Feb. 4.
Theus, Simeon	Feb. 11.	Ward, John P	Feb. 11.
Todd, Richard	Mar. 17, '80.	Waight, Abrah	Feb. 25, '80.
Tate, William	April 4.	Vinn, Minor	May 23, '83.
Thomson, Will	Mar. 19.	Watt, William	Jan. 17, '84.
Taylor, James	Nov. 27.	Waties, Thomas	Mar. 12.
V.		Wilson, Jehu	June 11.
Venables, John	Feb. 26, 1779.	Winn, James	Aug. 21.
d Valton, Peter	May 7.	West, Cato	
Vanderhorst, Joh	Feb. 11.	Willman, Robert	
W.		Williamson, Alexander	
Winn, John	Jan. 9, 1777.	Y.	
Woodward, Thos		Yates, Joseph	Mar. 20, 1778.
		York, Michael	July 5.
		Yeats, Seth	Nov. 27.

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4. Stewards chosen—their Duty and Time in Office.
5. Penalties on Officers for Non-attendance.
6. The Society, when considered opened and closed.
7. The President, his Office, Place, Duty; Power to fine or expel for Misbehaviour; sue, &c.
8. Wardens to officiate in the Absence of the President—Number of Members to be present.
9. Officers not liable to serve the next Year.
10. Governors, when chosen—their Authority, Power and Fine for not serving.
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13. Treasurer—his Office—to give Bond—Monies put to Interest.
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15. General Fund—Members excluded for Non-payment of Arrears—how they may be re-admitted
16. Fines and Benefactions to go to the General Fund.
17. Tutors, how appointed—not to be discharged—their Religion.

18. The Time and Manner of admitting Children into the School ; what Children to have the Preference ; when to be made known to the Society.
19. A poor Member to be buried at the Society's Expence.
20. Expence of Quarterly and Weekly Meetings.
21. Rules not to be altered, &c., their Explanation—Questions, how determined.
22. Members not to speak more than twice.
23. Country Committees; their Business.
24. And Power.

PRESENT CONDITION OF THE COLLEGE OF CHARLESTON.

The present condition of the College of Charleston is presented in the following article taken from a recent number of the News and Courier:

Among our oldest and most honored institutions the College of Charleston is worthy of especial consideration and regard ; and yet it is true that this institution has not received, and does not receive, that support from our own people which it deserves.

No system of general education has ever achieved the highest excellence, or even the highest utility, save under the inspiration and stimulus of collegiate and university culture. This truth is most thoroughly attested in educational history. The intermediate forms of education have always degenerated into the lowest types of mechanism and empiricism when separated from the stimulating power of the college and the university. In regard to the merits of the College of Charleston, it is but just to say that its work is being accomplished most thoroughly, and that its whole spirit is one of progress. It has not assumed the title of university, but its academic standard is of a far higher character than that which obtains in many more pretentious seats of learning.

The curriculum of the College of Charleston embraces an extensive course in mathematics, physics, astronomy, Latin, Greek, French, German, history, English language and literature, Anglo-Saxon, rhetoric, and mental philosophy. There are also lectures upon natural history, and the college museum, which is one of the best in the United States, affords admirable facilities for the study of this expanding science. The college has an elaborate and continuous course in English, an indispensable department, and yet one that is strangely neglected in many of our colleges and universities. The Literary Society connected with the institution does excellent work, and affords a fine theatre for the practical culture of rhetoric and elocution.

Both wings of the college building were so injured by the earthquake in 1886 that they had to be pulled down to the foundation. Offers were made by friends of education in distant cities to raise subscriptions in aid of the institution ; but the board of trustees thought it their duty to defray the expenses of pulling down and rebuilding one wing of the college from the fund with which the college has been endowed by enlightened and liberal donors.

The trustees are addressing themselves with earnestness and vigor to the task, not only of sustaining the institution, but of increasing its usefulness and extending its advantages.

The new east wing of the college will soon be completed. It is hoped that the restoration of this part of the old college building will mark the beginning of a new epoch in the life of an institution which is deserving of the cordial and united support of the people of Charleston. There is no educational establishment in the State, or in the South, which is better equipped for the proper work of a collegiate institution. The men who have been graduated from the College of Charleston have not only reflected honor upon their *alma mater*, but have rendered most effective service to South Carolina in the fields of literary, professional, and patriotic endeavor. We need not send our young men away from home for educational advantages, when we have at our doors an institution of so great merit as the College of Charleston. Judged by the best standards, the College of Charleston is well fitted to supply every young man in Charleston with the advantages of a liberal education.

DISTINGUISHED ALUMNI.

Among the alumni of the college who have distinguished themselves may be mentioned the following: Rev. C. Cotesworth Pinckney, D. D., Gen. Charles J. Fremont, Nelson Mitchell, Rev. J. Stewart Hance, D. D., Rt. Rev. William M. Wightman, Prof. Henry M. Bruns, Rev. Daniel Cobia, Chancellor Henry D. Lesesne, N. Russell Middleton, Rev. Richard S. Trapier, Hon. William D. Porter, Prof. F. W. Capers, Hon.

William Henry Trescott, Hon. William Porcher Miles, Hon. Charles Richardson Miles, Prof. James D. B. De Bow, Rev. William T. Capers, Rev. J. Lafayette Girardeau, Dr. Robert A. Kinloch, Rev. David X. Lafar, Francis B. Lee, Hon. Daniel Elliot Huger, Rev. John T. Whitman, Dr. Francis T. Miles, Dr. R. L. Brodie, Dr. William C. Ravenel, Samuel Lord, Paul H. Hayne, Prof. John McCrady, Henry E. Young, Gabriel Manigault, Gen. Edward McCrady, Jr., Dr. J. Dickson Bruns, Hon. Julian Mitchell, Asher D. Cohen, H. P. Archer, V. C. Dibble, John F. Ficken, G. Herbert Sass, W. St. J. Jervey, D. S. Henderson, Rev. John Bachman Haskel, Langdon Cheves, H. A. M. Smith.

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By GEORGE GARY BUSH. (*Published 1891.*)

During 1889 will be published (1) a History of education in Wisconsin, by David Spencer and Prof. Wm. F. Allen (*now in press*); (2) History of education in Indiana, by Prof. J. A. Woodburn (*in press*); (3) a History of Federal and State aid to education, by Frank W. Blackmar (*in press*); (4) Histories of Education in Ohio, Michigan, and Illinois, by Prof. Geo. W. Knight, (*nearly completed*).

The Bureau has also in course of preparation monographs on the educational history of Maine, Massachusetts, New Hampshire, Vermont, Connecticut, Rhode Island, New York, New Jersey, Pennsylvania, Delaware, Maryland, District of Columbia, Kentucky, Tennessee, Alabama, Mississippi, Louisiana, Texas, Arkansas, Kansas, Missouri, Iowa, Minnesota, Nebraska, Nevada, California, and Oregon.

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